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ABSTRACT

This document is a directory of selected early childhood programs sponsored by the Office of Special Education and Rehabilitative Services (OSERS). An introduction provides an overview of OSERS-sponsored early childhood programs and a discussion of the implications of the Individuals with Disabilities Education Act for federal and state efforts in early childhood special education and related services. Following this the directory then provides a state-by-state listing of projects and personnel in three program categories: the Early Education Program for Children with Disabilities, selected grants under the Division of Innovation and Development, and selected grants under the Division of Personnel Preparation. The directory also lists key state personnel who administer the Preschool Grants Program (Part B-Section 619) and the Program for Infants and Toddlers with Disabilities (Part H) as well as chairs of the state Interagency Coordinating Councils under the Individuals with Disabilities Education Act. A project abstracts section then provides descriptions for each project, organized by program category and subcategory to provide a comprehensive view of project activity within each program. Abstracts include the project's title, competition category, grant number, funding period, fiscal agency, contact information, target population, program features, and outcomes. Two indexes list projects by program category and subcategory and by state. (DB)

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1993-1994 Directory of

Selected Early Childhood Programs

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NEC*TAS
National Early Childhood Technical Assistance System

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1993-94 Directory of Selected Early Childhood Programs

Nancy Guadagno, Editor

NEC*TAS
National Early Childhood Technical Assistance System
Chapel Hill, North Carolina

The National Early Childhood Technical Assistance System (NEC*TAS)

is a collaborative system, coordinated by the
Frank Porter Graham Child Development Center
of the
University of North Carolina at Chapel Hill

with

Federation for Children with Special Needs
Georgetown University Child Development Center
Hawaii University Affiliated Program, University of Hawaii at Manoa
National Association of State Directors of Special Education (NASDSE)
ZERO TO THREE/National Center for Clinical Infant Programs (NCCIP)

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The Office of Management and Budget requires that the term "black" be used instead of African American. This required language is used throughout this directory.

This directory is produced and distributed by the National Early Childhood Technical Assistance System (NEC*TAS), pursuant to contract number HS-91-01-1001 from the Office of Special Education Programs, U.S. Department of Education. Contractors undertaking projects under government sponsorship are encouraged to express their judgment in professional and technical matters. Opinions expressed do not necessarily represent the Department of Education's position or policy.

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Preface and User's Guide

Preface

This document, produced for the U. S. Department of Education by the National Early Childhood Technical Assistance System (NEC*TAS), is a directory of selected early childhood programs sponsored by the Office of Special Education and Rehabilitative Services (OSERS). Included are project grants in three program categories administered by the Office of Special Education Programs (OSEP): the Early Education Program for Children with Disabilities (EEPCD) funded under the Division of Educational Services, selected grants under the Division of Innovation and Development (DID), and selected grants under the Division of Personnel Preparation (DPP). The Directory also lists key state personnel who administer the Preschool Grants Program (Part B—Section 619) and the Program for Infants and Toddlers with Disabilities (Part H), as well as chairs of the state Interagency Coordinating Councils (ICCs), under the Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act.

The information contained in this document represents the best information available at press time. Project abstracts for EEPCD projects were derived from project proposals, direct contact with the project, and, for continuing projects, the previous year's project abstract. Project abstracts for DID and DPP grantees were developed using information provided by OSEP and by projects directly.

The *1993-94 Directory of Selected Early Childhood Programs* is a contractual publication by NEC*TAS under its 5-year agreement with the U.S. Department of Education. The goal of the annual directory is to provide broad-based information on federal and state activities in early childhood and related services under IDEA for use by persons directly or indirectly involved in these efforts. Families may use this document to locate programs that are appropriate for their child's needs. Service providers may find the document useful in network- ing or collaborating with other professionals. Lawmakers, administrators, and policy makers may use this document as a partial overview of the national network of activities sponsored by OSERS.

OSERS and NEC*TAS hope that the *1993-94 Directory* will stimulate further interest in the special needs of children with or at risk for disabilities and their families, and will encourage greater national, state, and local collaboration in meeting these needs.

User's Guide

The *1993-94 Directory* provides descriptions of selected OSEP projects and their primary activities, and information to assist readers in contacting these projects. Within this document, project addresses, which are included with each project abstract, are listed a second time in the directory section. This structure provides readers with a quick overview of projects active within a given state.

The *Directory* is organized into four sections: Introduction, Directory, Project Abstracts, and Indexes.

The **Introduction** provides an overview of OSERS-sponsored early childhood programs and a brief discussion of the implications of IDEA for federal and state efforts in planning and implementing early childhood special education and related services.

The **Directory** section provides a state-by-state listing of EEPCD, DID, and DPP projects; state personnel administering Part B-Section 619 and Part H programs; and ICC chairs for the 50 states and 10

other governing jurisdictions (American Samoa, Bureau of Indian Affairs, District of Columbia, Federated States of Micronesia, Guam, Republic of the Marshall Islands, Northern Mariana Islands, Republic of Palau, Puerto Rico, and the Virgin Islands). These listings include a contact person's name, address, telephone number, and, when available, fax number.

The directory section is organized alphabetically by state or jurisdiction, in order to provide quick reference to project addresses and telephone numbers. Each state page in the directory section is arranged in columns, as follows:

- *Left column:* State personnel (Section 619 coordinators, Part H coordinators, chairs of state Interagency Coordinating Councils).
- *Center column:* EEPCD projects (these may extend to additional columns or pages for states with numerous EEPCD listings). EEPCD project listings are subdivided into seven categories: demonstration, inservice training, outreach, research and experimental, research institute, statewide data system, and technical assistance center.
- *Right column:* DID and DPP grantees (where EEPCD listings extend to additional columns, DID and DPP listings may begin on or extend to another page or column).

The Project Abstracts section provides one-column descriptions for each of the EEPCD projects, one-half column descriptions of DID and DPP projects, and an index of descriptors of the EEPCD projects (placed immediately following the EEPCD abstracts). Project abstracts are organized by program category (EEPCD, DID, and DPP) to provide a comprehensive view of project activity within a given program. Projects within each program category are organized by project subcategory. Within each subcategory, project abstracts are arranged alphabetically by state and, within state, by project title. Abstracts include the project's title, competition category, grant number followed by funding period in parentheses, and fiscal agency. Years enclosed in brackets following the project funding period indicate a period of additional funding for which successful projects may apply. Contact information for the project is also provided, including the project director's or principal investigator's name, address, telephone number, and where available, fax number.

Abstract pages are organized for the reader with a running header that indicates both program category and project subcategory. Abstracts are organized as follows (individual competitions within a subcategory are indicated parenthetically where relevant):

Division of Educational Services — EEPCD Projects

- Demonstration Projects
- Inservice Training Projects (Institutes of Higher Education Regional Training and Model Inservice Training)
- Outreach Projects (National/Multistate)
- Research and Experimental Projects (Nondirected Experimental)
- Research Institutes
- Statewide Data System Projects
- Technical Assistance Center
- Index of Descriptors of the EEPCD Projects

DID Grants

- Field-Initiated Grants
- Initial Career Award Grant
- Research on General Education, Teacher Planning, and Adaptation for Students With Handicaps Grants
- Small Grants
- State Agency/Federal Evaluation Studies Grants
- Student-Initiated Research Grants

- Technology in Education Grants

DPP Grants

- Infant/Toddler Personnel Grants
- Leadership Grants
- Low Incidence Grants
- Minority Institutions
- Parent Training and Information Centers
- Related Services Grants
- Rural Special Projects Grants
- Special Educators Grants
- Special Projects Grants
- State Education Agency Grant

The **Indexes** provide page references to project abstracts. Index A arranges projects by program category, subcategory, and, where appropriate, individual competition. Within these categories, projects are listed alphabetically by project title. The city and state location of each project is indicated parenthetically after the project title. Index B offers a guide to project abstracts by state, with projects listed by program category and project title within each state.

Page references for the indexes give the page number of the abstract, its placement on the page (A = left column, B = right column), and its sequence in the column (1, 2, 3, etc.).

Readers seeking EEPCD projects serving a particular population, focusing on a particular content issue, or offering specific services may consult the Index of Descriptors of EEPCD Projects. For a quick reference to abstracts for particular categories of federal programs, readers may consult the Contents to find the appropriate block of project abstracts to peruse. Alternatively, they may scan program categories in Index A to locate particular project titles and the specific page references for abstracts. Readers who wish to locate information about a given state's projects also have two choices. For an overview of state activities and contact information, readers may consult the state pages in the directory section. For an overview of state activities with a guide to specific project abstracts, readers may consult Index B.

Introduction

The Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education administers a variety of programs related to improving the quality and quantity of services to young children with special needs and their families. The 1993–94 *Directory* includes information about selected early childhood projects sponsored by OSERS and administered by the Office of Special Education Programs (OSEP) through the Early Education Program for Children with Disabilities (EEPCD) under the Division of Educational Services (DES), through the Division of Innovation and Development, and through the Division of Personnel Preparation (DPP). The *Directory* also lists key state personnel who are responsible for administering two state initiatives for children with disabilities and their families under Public Law (P.L.) 102-119: the Preschool Grants Program (referred to as Part B-Section 619) and the Program for Infants and Toddlers with Disabilities (referred to as Part H), including chairpersons of the state Interagency Coordinating Councils (ICCs). Descriptions of these programs follow.

OFFICE OF SPECIAL EDUCATION PROGRAMS

Division of Educational Services (DES)

The Division of Educational Services administers a number of discretionary and formula grant programs. Those pertaining to early childhood initiatives include state programs for infants, toddlers, and preschoolers with disabilities; and EEPCD, which includes demonstration projects, inservice training projects, outreach projects, research institutes, research and experimental projects, statewide data system projects, and a technical assistance center.

In 1991, through P.L. 102-119, Congress approved amendments to the Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act (EHA), which reauthorized existing discretionary programs and federal and state efforts in early childhood special education and related services. This legislation reflects a greater emphasis on personnel training in special education and on technical assistance and dissemination efforts.

State Initiatives

State grant programs were introduced in 1976 by the former U.S. Office of Education, beginning with the State Implementation Grant (SIG) program, which was designed to help state educational agencies plan for the development and expansion of early intervention services for children with disabilities. In 1984, P.L. 98-199 instituted the State Plan Grant program, which provided funds to state educational agencies or other appropriate state agencies for planning, developing, and implementing a comprehensive service delivery system for the provision of special education and related services to young children, birth through age 5, with disabilities.

The passage of P.L. 99-457 in 1986 changed both the scope and extent of services to young children with disabilities. Under Section 619 of Part B, services for preschool children, ages 3 through 5, were expanded. Part H introduced a new state formula grant program to assist states in developing early intervention services for infants and toddlers, birth through age 2. These programs have been reauthorized and extended by P.L. 101-476 and P.L. 102-119.

Preschool Grants Program (Part B-Section 619). The Preschool Grants program is a state formula grant program authorized under IDEA to encourage state and local educational agencies to expand special education and related services for preschool children with disabilities, ages 3 through 5. The formula grant to a state is based on the number of identified children with disabilities, ages 3 through 5, who receive special education and related services. For Fiscal

Years (FY) 1987, 1988, and 1989,* states also received bonus funds based on the estimated number of additional preschool children with disabilities who were served in the state. Beginning in FY 1988 and thereafter, states must allocate at least 75% of the grant to local educational agencies and/or intermediate educational units for serving preschool children with disabilities. The state may retain up to 20% of the grant for planning and developing a comprehensive statewide service delivery system and for providing direct and support services to preschoolers, ages 3 through 5, and, at the state's discretion, to provide a free appropriate public education to 2-year-old children with disabilities who will reach age 3 during the school year. The state may use 5% of the grant for administrative expenses. Beginning with the 1991–92 school year, all states are required to provide a free appropriate public education to all eligible preschool-age children with disabilities.

Program for Infants and Toddlers with Disabilities (Part H). The Program for Infants and Toddlers with Disabilities is a formula grant program authorized by IDEA. The program is designed to assist states in planning, developing, and implementing coordinated, comprehensive, multidisciplinary, interagency statewide systems of early intervention services for infants and toddlers with disabilities, birth through age 2, and their families.

In states electing to participate in this program, the governor must appoint a lead agency and designate an Interagency Coordinating Council. Activities during the initial years of participation were designed to build a statewide system of early intervention services that includes the 14 components defined by statute. These components are 1) the state's eligibility criteria and procedures; 2) timetables for serving all eligible children; 3) timely, comprehensive multidisciplinary evaluation and assessment; 4) individualized family service plans including service coordination; 5) comprehensive child find system; 6) public awareness program; 7) central directory of services, resources, experts, and research and demonstration projects; 8) comprehensive system of personnel development; 9) a single line of authority in a lead agency designated or established by the Governor; 10) policy pertaining to contracting or making arrangements with service providers; 11) procedure for securing timely reimbursement of funds; 12) procedural safeguards; 13) policies and procedures for personnel standards; and 14) a system for compiling data. Currently, all eligible children and families must be receiving services by September 30, 1994.

Funding for the Part H program is based upon census figures for the number of infants and toddlers in the general population. Allocations for each state are derived from this figure, with the stipulation that no state will receive less than .5% of the funds available, or $500,000, whichever is greater. Allocations are prescribed for other governing jurisdictions (American Samoa, District of Columbia, Guam, Northern Mariana Islands, Republic of Palau, Puerto Rico, and the Virgin Islands), and for American Indian tribes or tribal organizations through the Department of the Interior. Under Part H, Federated States of Micronesia and Republic of the Marshall Islands are not eligible applicants.

Early Education Program for Children With Disabilities (EEPCD)

The Handicapped Children's Early Education Program (HCEEP) — renamed the Early Education Program for Children with Disabilities (EEPCD) in 1990 — was established in 1968 with a mandate to set up model demonstration projects for the delivery of special education and related services to young children with disabilities, from birth through the third grade. In the congressional hearings that led to passage of the legislation establishing HCEEP, three major needs were identified for early intervention programs: 1) locally designed ways to serve infants, young children, and their families; 2) more specific information on effective programs and techniques;

* Fiscal year 1987, 1988, and 1989 funds apply to school years 1986–87, 1987–88, and 1988–89, respectively.

and 3) distribution of visible, replicable models throughout the country.

Two major assumptions underlie this program: 1) Only through early intervention with tested and successful program models can best services be provided for children with disabilities; and 2) The program should provide models of services rather than be a direct service delivery program. HCEEP was intended to provide an opportunity for any public or private nonprofit organization to develop and demonstrate high-quality services for a selected group of children and their families. It also was intended to provide an opportunity to demonstrate the effectiveness of locally designed approaches and disseminate those ideas across the nation to other agencies that might choose to use the model rather than develop their own program.

Activities during the past 25 years have been multifaceted. HCEEP began with 24 demonstration projects in 1968 and was extended in 1972 to include outreach projects that would disseminate proven procedures and models, or components of models. Research institutes were added in 1977 to develop and analyze new information about early intervention and methods for enhancing services. During the 1980s experimental projects, inservice training projects, research projects on early childhood program features, and information management projects were added.

Although wide geographic distribution of these projects has been emphasized throughout the program's existence, cohesiveness has been maintained through a growing emphasis on interagency and interproject networking. This cooperative approach, facilitated by national technical assistance, has fostered a cohesive national program and has helped to develop knowledge and expertise in early childhood special education. To help projects and states achieve their objectives in early childhood services, HCEEP has funded technical assistance since 1971, through the Technical Assistance Development System (TADS), the Western States Technical Assistance Resource (WESTAR), the State Technical Assistance Resource Team (START), and, currently, the National Early Childhood Technical Assistance System (NEC*TAS).

The passage of P.L. 99-457 and subsequent amendments to IDEA (P.L. 101-476 and P.L. 102-119) has had a significant impact upon HCEEP activities, one of which is the change in the program's name to the Early Education Program for Children with Disabilities (EEPCD). The program currently places increased emphasis on providing support to states in the development of comprehensive services for infants and toddlers with disabilities, birth through ages 2, and their families, and in the expansion of services for children with disabilities, ages 3 through 5, and their families. EEPCD grantees are encouraged to coordinate their project activities with the state agency personnel responsible for administering these programs.

During 1993–94, EEPCD is supporting 120 projects, including 27 demonstration projects, 31 inservice training projects, 47 outreach projects, 4 experimental projects, 5 research institutes, 5 statewide data system projects, and 1 national technical assistance center.

Demonstration Projects. Model demonstration projects are funded for 3 years and, beginning in 1991, successful projects have had the option to apply for and receive an additional 2 years of funding. These projects address a range of topics, including multidisciplinary intervention services for child and family; interagency collaboration in the provision of services; family and professional collaboration; service delivery models; coordination with public schools; curriculum development; evaluation of child progress; services for infants with special health needs, including HIV infection and AIDS, or exposure to drugs in utero; and methods of collaboration between allied health and special education service providers. Projects are sponsored by private, nonprofit agencies and organizations; local schools; universities; and state education agencies. Among the 27 currently funded projects, 11 are in

their third year of funding, 8 are in their second year of funding, and 8 are in their first year of funding.

Inservice Training Projects. Projects in this priority area are developing and evaluating inservice training models that will prepare professionals and paraprofessionals to provide, coordinate, or enhance early intervention, special education, and related services for infants and toddlers with disabilities and/or for preschool children with disabilities. Inservice training projects are funded for 3 years. During 1993–94, 18 projects, in their third year of funding, are testing models of inservice training; 4 regional projects are in their second year of providing training for faculty at institutes of higher education; and 9 projects, in their first year of funding, are developing, implementing, and evaluating personnel training models.

Outreach Projects. The outreach component has two goals: 1) to promote and increase high-quality services to preschool children with disabilities, birth through age 8, and their families; and 2) to stimulate replication of innovative models, many of which were developed and refined during EEPCD (formerly HCEEP) demonstration project funding. Outreach projects engage in awareness activities; stimulation of model replication sites; training of professionals, paraprofessionals, and parents; promotion of state involvement; product development and dissemination; and consultative activities. Originally, only HCEEP demonstration projects were eligible to apply for outreach funding, but with the passage of P.L. 98-199, eligibility was extended to other programs with similarly documented capabilities. In 1988, the funding period for outreach projects was expanded from 1 to 3 years.

Outreach efforts have contributed significantly to networking effective programs for young children, to providing improved training and services, and to building continuity and interagency/interstate collaborations. Some projects have incorporated the use of new technologies, such as video- or computer-based instruction, while others have emphasized specific disability areas, such as sensory impairments or learning disabilities. Several projects have served as resources to state education agencies and other state agencies in their efforts to expand or improve services for infants and preschool children.

All of the 47 projects receiving funding during 1993–94 have a multistate or national focus and are funded for 3 years. Of these, 17 projects are in their last year of funding, 15 are in their second year of funding, and 15 are in their first year of funding.

Research and Experimental Projects. Nondirected experimental projects, funded for 3 years, design investigations that compare educational practices and interventions related to early childhood services. During 1993–94, four projects are continuing in their second year of funding and are addressing language instruction, early intervention treatment in inclusive vs. segregated settings, bilingual/bicultural training for preschoolers who are deaf, and paraprofessional training systems.

Research Institutes. The early childhood research institutes began in 1977 as a joint effort between HCEEP and OSEP's Research Projects section. Their goal was to discover and disseminate information that could be used to improve services and programs for young children with disabilities and their families. Since the program began, OSEP has supported 10 institutes in such varied research efforts as assessing family intervention issues, exploring the relationship between environmental characteristics and child development, and assessing the cost and effectiveness of using parents and paraprofessionals to deliver intervention services.

During 1993–94, five research institutes are funded. These institutes address cost and effectiveness of early intervention; interventions for children affected by parental substance abuse; barriers to mainstreaming in preschools; behaviorally based developmental care and intervention in the neonatal intensive care unit (NICU); and influences on service patterns and utilization in early intervention and preschool programs.

Statewide Data Systems Projects. Five projects were funded in this new grant category in 1993. Statewide data systems (SDS) projects are funded to establish an interagency, multidisciplinary, and coordinated statewide system for the identification, tracking, and referral to appropriate services of all categories of children who are biologically or environmentally at risk of having developmental delays. During the first year, each project will: create a data system to document the numbers and types of at-risk children within its state or jurisdiction and to develop linkages with all appropriate existing child data and tracking systems; coordinate activities with the child find component required under Parts B and H of IDEA; demonstrate the involvement of the lead agency and the state interagency coordinating council under Part H of IDEA as well as the state educational agency under Part B of IDEA; coordinate with other relevant prevention activities across appropriate service agencies, organizations, councils, and commissions; define an appropriate service delivery system based on children with various types of at-risk factors; and document the need for additional services as well as barriers.

The five SDS projects are funded in the District of Columbia, Florida, Georgia, North Dakota, and Ohio.

Technical Assistance Center. The National Early Childhood Technical Assistance System (NEC*TAS), established in 1987 under P.L. 99-457 and refunded in 1991 under P.L. 101-476, brings together individuals and organizations which represent diverse disciplines and parent perspectives to address the infant, toddler, and preschool provisions of IDEA. The system is comprised of six organizations: the Frank Porter Graham Child Development Center at the University of North Carolina, Chapel Hill (the system's prime contractor and coordinating office); Federation for Children with Special Needs; Georgetown University Child Development Center; Hawaii University Affiliated Program at the University of Hawaii at Manoa; National Association of State Directors of Special Education (NASDSE); and ZERO TO THREE/National Center for Clinical Infant Programs (NCCIP).

NEC*TAS, with assistance from an advisory board and consultants, offers technical assistance and support services to states and other governing jurisdictions and EEPCD projects. The goals of NEC*TAS are to design and provide technical assistance to four primary target populations — Part H staff, ICC members and staff, Part B-Section 619 staff, and EEPCD project staff — as well as to various secondary populations. The technical assistance assists states and jurisdictions in developing and expanding services for children, birth through age 8 years, with and at risk for disabilities and their families; assists EEPCD projects in developing and disseminating program models; links states and EEPCD projects so as to facilitate the exchange of information about models of service delivery and practice; and disseminates information about policies and practices nationally.

Technical assistance (TA) is an ongoing, systematic, and nonevaluative process that uses a variety of support strategies to help clients accomplish targeted goals. The TA approach designed by NEC*TAS addresses the unique needs of each state and jurisdiction, as well as states' collective needs. NEC*TAS has conducted needs assessments and planning meetings for the 50 states, the District of Columbia, the Bureau of Indian Affairs, and eight other jurisdictions (American Samoa, Federated States of Micronesia, Guam, the Northern Mariana Islands, Palau, Puerto Rico, the Republic of the Marshall Islands, and the Virgin Islands). Topical areas identified by Part H grantees for technical assistance include service coordination, finance, interagency issues, procedural safeguards, personnel, data collection, monitoring, child identification, and public awareness. Topical areas identified by Section 619 grantees for technical assistance include program standards and monitoring, least restrictive environment and inclusion, personnel, finance, interagency agreements, child identification (including eligibility), legislation, transition, and

public awareness. Topical areas identified by EEPCD projects for technical assistance include program evaluation, model development, dissemination, and project management. Technical assistance is provided to address these identified needs, as well as other relevant areas, such as multicultural and health issues.

Services available to states and jurisdictions and EEPCD projects include annual meetings, needs assessments, individualized technical assistance and consultations, topical meetings and workshops, topical teleconferences, telephone consultation, print materials, information and referral, the Early Childhood Bulletin Board on SpecialNet, and networking with other professionals and organizations.

NEC*TAS also provides limited services — including resource referral, selected print materials, and the Early Childhood Bulletin Board — to other technical assistance organizations, resource centers, policy groups, associations of service providers, advocacy groups, and parent groups involved in developing comprehensive services for young children with special needs and their families.

Division of Innovation and Development (DID)

For many years, individual research projects related to young children with disabilities have been supported in OSEP through the Research in Education of Individuals with Disabilities Program, through the Field-Initiated Research competition, the Student-Initiated Research competition, and other special competitions. The purpose of the program is to support reserach and related activities designed to increase knowledge and understanding of disabling conditions and of teaching, learning, and education-related developmental practices and services for infants, toddlers, children, and youth with disabilities.

During 1993–94, DID is administering 41 research projects with a focus on early childhood issues. These include 20 field-initiated research grants; 7 technology in education grants; 6 small grants; 4 state agency/federal evaluation studies grants; 2 student-initiated research grants; 1 initial career award grant; and 1 research grant on general education, teacher planning, and adaptation for students with handicaps.

Division of Personnel Preparation (DPP)

The Division of Personnel Preparation (DPP), through the Training Personnel for the Education of Individuals with Disabilities Program, assists colleges, universities, state and local agencies, and nonprofit organizations in developing personnel preparation programs to improve the quality and increase the quantity of special educators and related services personnel. This program is authorized by Part D of IDEA.

In September 1984, DPP announced the availability of funds for a newly established priority: preparing special education and related services personnel to work with infants and toddlers with disabilities or at risk for developmental delay. Projects supported under this priority are intended to prepare personnel to work in programs characterized by strong interaction of the medical, educational, and related service communities, and by involvement of parents and guardians who are primary caregivers for these children. In almost all of these projects, departments within universities collaborate in the program, and, in several cases, the training institutions cooperate with medical facilities, local education or health agencies, or state education agencies.

The *1993–94 Directory* includes 304 projects addressing various aspects of the preparation of early intervention and early childhood personnel that are funded by the Division of Personnel Preparation: 112 projects to prepare personnel to serve infants and toddlers, 71 parent training and information centers, 31 projects to prepare special educators, 28 to prepare leadership personnel, 27 to prepare related services personnel, 22 special projects, 8 in minority institutions, 3 related to low incidence conditions, 1 to address rural special education, and 1 in a state education agency. Most of these projects provide

training leading to a master's or doctoral degree, although some provide training at the undergraduate or associate degree level; many lead to certification. While some programs are discipline specific or disability specific, most are interdisciplinary, and have a strong family focus and emphasis on field experience.

Directory of Addresses of Key Personnel and Projects

Alabama

3–5 (Section 619) Contact

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Fax: 205-242-9192

Infant/Toddler (Part H) Contact

Ouida Holder, Part H Coordinator
Early Intervention Program
Division of Rehabilitation/CRS
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SpecialNet: AL.EI
Fax: 205-613-3494

Chair, Interagency Coordinating Council

Richard E. Hanan, Commissioner
Department of Mental Health and Mental Retardation
200 Interstate Park Drive
Montgomery, AL 36193
(205) 271-9209
Fax: 205-270-4629

DPP Grants

Samera Baird, Director
Early Intervention for Infants/Toddlers and Their Families: A Cross-Disciplinary Professional Training Program
Department of Rehabilitation and Special Education
1234 Haley Center
Auburn University
Auburn, AL 36849
(205) 844-5943
Fax: 205-844-5785

Samera Baird, Director
Preparing Personnel for Early Intervention in Rural Settings: A Field-Based Master's Program
Department of Rehabilitation and Special Education
1234 Haley Center
Auburn University
Auburn, AL 36849
(205) 844-5943
Fax: 205-844-5785

Carol Blades
Parent Training and Information Center
Special Education Action Committee (SEAC)
P.O. Box 161274
Mobile, AL 36616-2274
(205) 478-1208
Fax: 205-473-7877

James Wright, Director
Training of ECEH Personnel and Minority Recruitment
School of Education
Auburn University at Montgomery
7300 University Drive
Montgomery, AL 36117-3596
(205) 244-3415 or -3457
Fax: 205-244-3762

Ray Elliot, Director
Doctoral Training in Research and Early Childhood Special Education
University of Alabama
Box 870231
Tuscaloosa, AL 35487-0231
(205) 348-1438

Continued

DPP Grants, *continued*

Martha Cook and Robert Wells,
Co-Directors
Project Integrate: A Collaborative Interdisciplinary Approach to Training Graduate Students in Early Childhood Special Education, Early Childhood Education, and Child Development
Special Education
The University of Alabama
Box 870104
Tuscaloosa, AL 35487-0231
(205) 348-7931 (Cook)
348-8878 (Wells)

Alaska

3–5 (Section 619) Contact
Richard Smiley
Office of Special Services and
Supplemental Programs
State Department of Education
801 West 10th Street, Suite 200
Juneau, AK 99801-1894
(907) 465-2970
SpecialNet: AK.SE
Fax: 907-465-3396

Infant/Toddler (Part H) Contact
Susan Jones, Part H Coordinator
Infant Learning Program
Section of Maternal/Child Health
Department of Health and Social Services
1231 Gambell Street
Anchorage, AK 99501-4627
(907) 274-2542
SpecialNet: AKILP
Fax: 907-274-1384

Chair, Interagency Coordinating Council
Janell Meade
1030 B Street
Juneau, AK 99801
(907) 586-5689
Fax: 907-465-5274

DPP Grant
Jenny Walden-Weaver
Parent Training and Information Center
Alaska Parents Resource Center
540 International Airport Road, Suite 250
Anchorage, AK 99518
(907) 563-2246
Fax: 907-563-2257

American Samoa

3-5 (Section 619) Contact

Linda L. Avegalio, 619 Coordinator
Special Education Division
Department of Education
Box 434
Pago Pago, AS 96799
011 (684) 633-1323 or -4789
Fax: 684-633-7707

Jane French, Director
Special Education Division
Department of Education
Pago Pago, AS 96799
011 (684) 633-1323 or -4789
Fax: 684-633-7707

Infant/Toddler (Part H) Contact

Julia Lyons, Part H Coordinator
Department of Health
Government of American Samoa
Pago Pago, AS 96799
011 (684) 633-4929 or -2697
Fax: 684-633-2167

Chair, Interagency Coordinating Council

Matt Tanoa, Chair
Interagency Coordinating Council
LBJ Tropical Medical Center
Department of Health Services
Government of American Samoa
Pago Pago, AS 96799
011 (684) 633-4623
Fax: 011-684-633-2269

Arizona

3-5 (Section 619) Contact
Lynn Busenbark, Preschool Coordinator
Division of Special Education
State Department of Education
1535 West Jefferson
Phoenix, AZ 85007
(602) 542-3852
SpecialNet: AZ.SE
Fax: 602-542-5404

Infant/Toddler (Part H) Contact
Diane Renne, Part H Coordinator
Arizona Early Intervention Program
Governor's Council on ICC
Department of Economic Security
1717 West Jefferson, Room 109
Phoenix, AZ 85007
[Mailing: P.O. Box 6123 801-A-6
Phoenix, AZ 85051]
(602) 542-5577
SpecialNet: AZDES.DDD
Fax: 602-542-5552

Chair, Interagency Coordinating Council
Ginger Ward, Co-Chair
Southwest Human Development
202 East Earll, Suite 140
Phoenix, AZ 85012
(602) 266-5976

Mary Slaughter, Co-Chair
Pilot Parents
2150 East Highland, Suite 105
Phoenix, AZ 85016
(602) 468-3001

DID Research Grants
Jeanne Wilcox, Principal Investigator
Enhancing Communication Skills of Young Children With Severe Disabilities Through Partner Programming
Department of Speech and Hearing Science
Arizona State University
Tempe, AZ 85287-1908
(602) 965-9397

DPP Grants
Mary Slaughter and Judie Walker
Parent Training and Information Center
Pilot Parent Partnerships
2150 East Highland Avenue, Suite 105
Phoenix, AZ 85016
(602) 468-3001
Fax: 602-468-3001 (call first)

M. Jeanne Wilcox, Director
Interdisciplinary Doctoral Preparation of Speech-Language Pathologists for Careers and Applied Researchers and Trainees in Early Intervention
Department of Speech and Hearing Science
Arizona State University
Tempe, AZ 85287-0102
(602) 865-9396
Fax: 602-965-9398

M. Jeanne Wilcox, Director
Preschool Integration Project: Development and Implementation of a Training Model for School District and Community Personnel
Department of Speech and Hearing Science
Arizona State University
Tempe, AZ 85287-1908
(602) 865-9396
Fax: 602-965-9398

M. Jeanne Wilcox, Director
Training Personnel to Serve Infants, Toddlers, and Preschoolers
Department of Speech and Hearing Science
Arizona State University
Tempe, AZ 85287-0102
(602) 865-9396
Fax: 602-965-9398

Continued

DPP Grants, *continued*

Jeanne McCarthy, Director
EDUCATE - Extended Delivery of University Courses for Accessible Teacher Education
Department of Special Education and Rehabilitation
College of Education
University of Arizona
Tucson, AZ 85721
(602) 621-3248 or -0936
Fax: 602-621-3821

Shirin Antia, Project Director
Project HEAR: Preparation of Teachers to Work With Elementary, Preschool, Multiple Handicapped, or Bilingual D/HH Children
Department of Special Education and Rehabilitation
College of Education
University of Arizona
Tucson, AZ 85721
(602) 621-3214

Daniel Head, Project Director
Visually Impaired Personnel Preparation (VIPP)
Department of Special Education and Rehabilitation
College of Education
University of Arizona
Tucson, AZ 85721
(602) 621-7822

Arkansas

3-5 (Section 619) Contact

Sandra Reifeiss, Coordinator
Preschool Programs
Special Education Section
State Department of Education
#4 Capitol Mall, Room 105-C
Little Rock, AR 72201
(501) 682-4222
SpecialNet: AR.SE
Fax: 501-682-4313

Infant/Toddler (Part H) Contact

Betty Mains, Part H Coordinator
Division of Developmental Disabilities Services
Department of Human Services
Donaghey Plaza, North, 5th Floor
P.O. Box 1437, Slot 2520
7th and Main Streets
Little Rock, AR 72203-1437
(501) 682-8680 (program)
682-8677 (Mains)
Fax: 501-682-8890

Chair, Interagency Coordinating Council

Venita Lovelace-Chandler, Co-Chair
45 Laver Circle
Little Rock, AR 72209
(501) 450-3611
Fax: 501-569-8694

Dana Green, Co-Chair (parent)
2107 Houston
El Dorado, AR 71730
(501) 864-6435
Fax: 501-864-6511

DPP Grants

Margie Gilbertson, Director
Training of Personnel for Careers in Special Education Early Intervention Services/Infants
Department of Speech-Language Pathology
The University of Central Arkansas
Box 4985
Conway, AR 72032
(501) 450-5480
Fax: 501-450-5468

Barbara Semrau
Parent Training and Information Center
FOCUS, Inc.
603 South Madison
Jonesboro, AR 72401
(501) 935-2750
Fax: 501-931-1111

Barbara Semrau, Director
Preparing Paraprofessionals as Early Intervention Facilitators
FOCUS, Inc.
603 South Madison
Jonesboro, AR 72401
(501) 935-2750
Fax: 501-931-1111

Bonnie Johnson
Parent Training and Information Center
Arkansas Disability Coalition
10002 West Markham, Suite B7
Little Rock, AR 72205
(501) 221-1330 voice/TDD
Fax: 501-221-9067

Mary Hendricks, Director
Preparing Teachers for Careers in Early Childhood Special Education
Special Education and Gifted Education Programs
University of Arkansas at Little Rock
2801 South University
Little Rock, AR 72204
(501) 569-3054
Fax: 501-569-8694

Bureau of Indian Affairs (BIA)

3-5 (Section 619) Contact

Lena Mills, Director
Exceptional Education
Bureau of Indian Affairs
Mail Stop 3510; MIBB Code 523
1849 C Street NW
Washington, DC 20240-4000
(202) 208-6675
TDD: (202) 208-5993
SpecialNet: BIA.DC
Fax: 202-208-2316

Infant/Toddler (Part H) Contact

Lena Mills, Director
Exceptional Education
Bureau of Indian Affairs
Mail Stop 3510; MIBB Code 523
1849 C Street NW
Washington, DC 20240-4000
(202) 208-6675
TDD: (202) 208-5993
SpecialNet: BIA.DC
Fax: 202-208-2316

California

3-5 (Section 619) Contact

Connie Borne, Coordinator
Special Education Division
State Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 327-3696
SpecialNet: CA.SE.FISCAL
Fax: 916-327-3516

Infant/Toddler (Part H) Contact

Julie Jackson, Assistant Deputy Director
Department of Developmental Services
1600 9th Street, Room 310
P.O. Box 944202
Sacramento, CA 95814
(916) 654-2773 (Jackson)
SpecialNet: CA.DDS.EIP3
Fax: 916-654-3255

Linda Brekken, 0-5 TA Staff
CEITAN
650 Howe Avenue, Suite 300
Sacramento, CA 95825
(916) 641-2927
SpecialNet: CA.SE.FISCAL
Fax: 916-641-5871

Chair, Interagency Coordinating Council

Marion Karian, Co-Chair
Exceptional Parents Unlimited
4120 North First Street
Fresno, CA 93726
(209) 229-2000
Fax: 209-226-6989

Diane Hall, Co-Chair
The Parenting Network
27229 Avenue 88
Terra Bella, CA 93270
(209) 625-0384

EEPCD Demonstration Projects

(Mrs.) Shizuko Akasaki, Director
Carol Cole, Project Teacher
Delivering Special Education Services in Urban Culturally Diverse Child Care/Prenatally Exposed to Drugs/Alcohol Preschool Programs
Division of Special Education
450 North Grand, Room G-369
Los Angeles, CA 90012
(213) 625-4564 (Akasaki)
625-6909 (Cole)
Fax: 213-617-2086

Michele Haney
Project Unidos Para el Bienestar de los Ninos y su Familia (For the Well-Being of Children and Their Families)
Office of Research and Sponsored Projects
California State University, Northridge
18111 Nordhoff - EDUC
Northridge, CA 91328-1277
(818) 885-3874
Fax: 818-885-2596

EEPCD Inservice Projects

Tony Apolloni
Project EXCEPTIONAL
California Institute on Human Services
1801 East Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2416
Fax: 707-664-2417

DID Research Grants

Judy Howard, Principal Investigator
Microcomputer Interaction to Enhance Young Disabled Children's Development and Family Expectations
UCLA Department of Pediatrics
405 Hilgard Avenue
Los Angeles, CA 90024-1797
(213) 825-9472

DPP Grants

Joan Tellefson
Parent Training and Information Center
Team of Advocates for Special Kids, Inc (TASK)
100 West Cerritos Avenue
Anaheim, CA 92805-6546
(714) 533-8275
Fax: 714-533-2533

Pam Steneberg
Parent Training and Information Center
DREDF
2212 6th Street
Berkeley, CA 94710
(510) 644-2555
Fax: 510-841-8645

Marion Karian
Parent Training and Information Center
Exceptional Parents Unlimited
4120 North First Street
Fresno, CA 93726
(209) 229-2000
Fax: 209-229-2956

Diane Klein, Director
Training Early Childhood Special Educators to Work in Urban Multicultural Environments
Division of Special Education
California State — Los Angeles University
5151 State University Drive
Los Angeles, CA 90032
(213) 343-4415

Michelle Haney and Ann Bisno, Co-Directors
Advanced Certificate in Transdisciplinary Intervention (Project ACT1)
Department of Special Education
California State University, Northridge
18111 Nordhoff Street — EDUC
Northridge, CA 91331
(818) 885-2550
Fax: 818-885-4737

Continued

DPP Grants, *continued*

Deborah Chen, Project Director
Family-Focused, Culturally Appropriate Alternative Inservice Training in Early Intervention
California State University
18111 Nordhoff Street
Northridge, CA 91330
(818) 885-4974

Claire Cavallaro, Director
TAPITS: Transdisciplinary Approach to Preparation of Infant/Toddler Specialists
Department of Special Education
California State University
Maildrop EDUC
Northridge, CA 91330
(818) 885-4979
Fax: 818-885-4737

Michele Haney and Claire Cavallaro, Co-Directors
Training of Educational Assistants for Mainstreaming (Project TEAM)
18111 Nordhoff Street
Mail Drop EDUC
California State University
Northridge, CA 91328-1277
(818) 885-3874 (Haney)
885-4979 (Cavallaro)
Fax: 818-885-2596 (Haney)
885-4737 (Cavallaro)

Tony Apolloni, Project Director
Project EXCEPTIONAL: Exceptional Children's Education in Preschool Techniques for Inclusion, Opportunity-Building, Nurturing, and Learning
California Institute on Human Services
Sonoma State University
1801 East Cotati Avenue
Rohnert Part, CA 94928
(707) 664-2416

Thomas Cooke, Director
Project P.R.E.P. (Personnel Readiness for the Education of Preschoolers)
School of Education
Sonoma State University
Rohnert Park, CA 94928
(707) 664-3116

Marcia Roberts-DeGennaro, Director
Interdisciplinary Training Program on Early Intervention
School of Social Work
San Diego State University
San Diego, CA 92182-0369
(619) 594-6259

Steven Kramer, Project Director
Preparation for Multicultural Early Childhood Services
Communicative Disorders
San Diego State University
5178 College Avenue
San Diego, CA 92182-1900
(619) 594-6140

Marci Hanson, Project Director
Early Childhood Special Educator Program
Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1630

Marci Hanson, Project Director
Infant Specialist Training Program
Department of Special Education
San Francisco State University
1600 Holloway Street
San Francisco, CA 94132
(415) 338-1630

Lois Jones
Parent Training and Information Center
Parents Helping Parents
801 Vincente Street
San Francisco, CA 94116
(415) 564-0722
Fax: 415-681-1065

Anne Widerstrom, Director
Recruitment and Retention of Minority Students for Training as Early Childhood Intervention Specialists
Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1630
Fax: 415-338-6121

Sally Mangold, Project Director
V.I. FOLK Project - Visually Impaired Full-Option Learning Kits
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1080

Maria Blake and Gilbert Guerin, Co-Directors
Early Childhood Special Education Specialist Program
Division of Special Education
San Jose State University
1 Washington Square
San Jose, CA 95192-0078
(408) 924-3667
Fax: 408-924-3713

Florene Poyadue, Executive Director
Parent Training Information Center
Parents Helping Parents
535 Race Street, Suite 140
San Jose, CA 95126
(408) 288-5010
Fax: 408-288-7493

Carol Sooter and Gloria Weddington, Project Co-Directors
Preparation of Communication Disorder Specialists Early Intervention with Children 0-5
San Jose State University
P.O. Box 720130
San Jose, CA 95712-0130
(408) 924-1430 (Sooter)
924-3699 (Weddington)

Gil Guerin, Project Director
Related Service Preparation to Serve Infants, Toddlers, and Preschoolers With Disabilities.
San Jose State University
One Washington Square
San Jose, CA 95192-0078
(408) 924-3667
Fax: 408-924-3713

Joan Kilburn
Parent Training and Information Center
Matrix, A Parent Network and Resource Center
555 Northgate Drive, Suite A
San Rafael, CA 94903
(415) 499-3877
Fax: 415-507-9457

Melvyn Semmel, Director
Early Childhood Special Education Master's Program
Special Education Program
Graduate School of Education
University of California
Santa Barbara, CA 93106
(805) 961-4562 or -4273

Ruth Cook, Project Director
Preparing Early Intervention Specialists for Service in Hispanic Communities
Bannan Hall
Division of Counseling Psychology and Education
Santa Clara University
Santa Clara, CA 95053
(408) 554-4301

Colorado

3-5 (Section 619) Contact

Elizabeth Soper Hepp, Supervisor
Jane Amundson, 619 Coordinator
Special Education Division
State Department of Education
201 East Colfax, Room 300
Denver, CO 80203-1799
(303) 866-6710
866-6712 (Amundsen)
SpecialNet: CO.SE
Fax: 303-866-6662

Infant/Toddler (Part H) Contact

[Position Vacant], Part H Coordinator
Special Education Division
State Department of Education
201 East Colfax, Room 301
Denver, CO 80203
(303) 866-6709
SpecialNet: CO.SE
Fax: 303-866-6662

Chair, Interagency Coordinating Council

Barbara Stutsman, Co-Chair
Northeast Colorado Parent Center
P.O. Box 270714
Ft. Collins, CO 80527
(303) 229-0224
Fax: 303-229-0242

Ellie Valdez-Honeyman, Co-Chair
Rural Counties Project
Colorado Department of Health
4300 Cherry Creek Drive S
Denver, CO 88222-1530
(303) 692-2386
Fax: 303-782-5576

EEPCD Demonstration Project

Susan Moore, Co-Director
Christina Yoshinaga-Itano, Co-Director
Arlene Stidler Brown, Coordinator
The Family Project
Department of Communication Disorders and Speech Services
Campus Box 409
University of Colorado
Boulder, CO 80309-0409
(303) 492-5284 (Moore)
492-3050 (Yoshinaga-Itano)
492-3038 (Brown)
Fax: 303-492-3031

EEPCD Regional Inservice Project

Hal Lewis and Linda Flynn, Co-Directors
Western Region Faculty Institute for Training: Faculty Training and Technical Assistance to Catalyze Inservice Personnel Preparation in Early Intervention
JFK Center for Developmental Disabilities
University of Colorado Health Sciences Center
4200 East Ninth, Box C-234
Denver, CO 80262
(303) 270-8826 (Lewis)
270-8607 (Flynn)
Fax: 303-270-6844

EEPCD Outreach Project

Sandra Petersen, Project Director
Joanna Koehn, Project Coordinator
When Children Soar With the Wind: The Inclusive Child Care Outreach Training Project
Special Education Services Unit
Colorado Department of Education
201 East Colfax Avenue
Denver, CO 80203
(303) 866-6942 (Petersen)
866-6706 (Koehn)
Fax: 303-866-6662

DID Research Grant

Kay Ferrell, Principal Investigator
A Longitudinal Study of Developmental Patterns of Children Who Are Visually Impaired
University of Colorado
Division of Special Education
College of Education
Greeley, CO 80639
(303) 351-2691

DPP Grants

Susan Moore, Director
Preservice for Speech-Language Pathologists for Early Intervention to Infants, Toddlers, and Families
Campus Box 409
University of Colorado
Boulder, CO 80309
(303) 492-5284

Judy Martz and Barbara Buswell
Parent Training and Information Center
PEAK Parent Center, Inc.
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80918
(719) 531-9400/531-9403 TDD
Fax: 719-531-9452

Harriet Boone, Director
Statewide Multicultural Family-Focused Training for Early Interventionists
University of Colorado at Denver
P.O. Box 173364, Campus Box 106
Denver, CO 80217-3364
(303) 556-4854
Fax: 303-556-4479

Marilyn Krajicek, Project Director
Developing Policy and Practice for Implementation of IDEA: Invasive Procedures
University of Colorado Health Sciences Center
4200 East 9th Avenue, C287
Denver, CO 80262
(303) 270-8734

Continued

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DPP Grants, *continued*

Ann Smith, Project Director
Development and National Distribution of Nine Videotape Training Packages for Preparation of Personnel Serving Children With Disabilities
University of Colorado Health Sciences Center
4200 East Ninth Avenue, C288
Denver, CO 80262
(303) 270-8691
Fax: 303-270-8660

Marilyn Krajicek, Director
First Start II: Expansion and National Dissemination of Curriculum for Paraprofessionals Serving Preschool Children With Disabilities, 3–5 Years
University of Colorado Health Sciences Center
4200 East Ninth Avenue, C287
Denver, CO 80262
(303) 270-8734
Fax: 303-270-8660

Toni Linder, Director
Preservice Training Model to Prepare Interventionists to Work With Handicapped Infants, Toddlers, and Their Families
Early Childhood Special Education Program
Wesley Hall
University of Denver
Denver, CO 80208
(303) 871-2474 or -3340

Fernie Baca and Donna Wittmer, Project Co-Directors
Social Inclusion Facilitator/Collaborator Training in Early Intervention
School of Education
University of Colorado
P.O. Box 173364
Denver, CO 80217-3364
(303) 556-2770 (Baca)
556-3535 (Wittmer)

Allen M. Huang, Director
Early Childhood Special Education Personnel Preparation
Division of Special Education
University of Northern Colorado
Greeley, CO 80639
(303) 351-2691
Fax: 303-351-2312

Commonwealth of Northern Mariana Islands

3-5 (Section 619) Contact

Suzanne Lizama, Acting Assistant Coordinator
Early Childhood/Special Education Programs
CNMI Public School System
P.O. Box 1370 CK
Saipan, MP 96950
011 (670) 322-9956
SpecialNet: COM.SE
Fax: 670-322-4056

Infant/Toddler (Part H) Contact

Suzanne Lizama, Acting Assistant Coordinator
Early Childhood/Special Education Programs
CNMI Public School System
P.O. Box 1370 CK
Saipan, MP 96950
011 (670) 322-9956
SpecialNet: COM.SE
Fax: 670-322-4056

Chair, Interagency Coordinating Council

Carmen Dempsey, ICC Chair
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Fax: (670) 234-8930
Fax: 670-322-4056

Connecticut

3-5 (Section 619) Contact

Maria Synodi, 619 Coordinator
Bureau of Early Childhood Education and Social Services
State Department of Education
25 Industrial Park Road
Middletown, CT 06455
(203) 638-4011
SpecialNet: CT.SE
Fax: 203-638-4218

Infant/Toddler (Part H) Contact

Kay Halverson, Part H Coordinator
Bureau of Early Childhood Education and Social Services
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25 Industrial Park Road
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(203) 638-4208
SpecialNet: CT.SE
Fax: 203-638-4218

Chair, Interagency Coordinating Council

Michele White, Acting Chair
14 Kinloch Street
Milford, CT 06460
(203) 874-3280

EEPCD Demonstration Project

Mary Beth Bruder, Director
Diane Hatcher, Coordinator
Early Childhood Collaborative Service Delivery Model
Division of Child and Family Studies
Department of Pediatrics
UCONN Health Center
309 Farmington Avenue
Farm Hollow, Suite A-200
Farmington, CT 06032
(203) 679-4632
Fax: 203-679-1368

EEPCD Experimental Project

Mary Beth Bruder, Director
Eileen McMurrer-Kaminer, Coordinator
Experimental Comparison of the Effects of a Social Competence Curriculum on the Outcomes of Toddler-Age Children With Disabilities Receiving Early Intervention in Two Types of Settings: Inclusion or Segregation
Division of Child and Family Studies
Department of Pediatrics
UCONN Health Center
309 Farmington Avenue
Farm Hollow, Suite A-200
Farmington, CT 06032
(203) 679-4632
Fax: 203-679-1368

EEPCD Inservice Projects

Mary Beth Bruder
An Inservice Model to Build State Personnel Capacities on Collaborations With Families, Staff, and Agencies for Early Intervention Services
Division of Child and Family Studies
Department of Pediatrics
UCONN Health Center
309 Farmington Avenue
Farm Hollow, Suite A-200
Farmington, CT 06032
(203) 679-4632
Fax: 203-679-1368

EEPCD Outreach Projects

Mary Beth Bruder
Marie Brand, Coordinator *[see New York]*
Community Inclusion Outreach Project
Division of Child and Family Studies
Department of Pediatrics
UCONN Health Center
309 Farmington Avenue
Farm Hollow, Suite A-200
Farmington, CT 06032
(203) 679-4632
Fax: 203-679-1368

DPP Grants

Nancy Prescott
Parent Training and Information Center
Connecticut Parent Advocacy Center, Inc.
55 Church Lane, Suite #4
P.O. Box 579
East Lyme, CT 06333
(203) 739-3089 voice/TDD
Fax: 203-739-7460

Mary Beth Bruder, Director
Physician's Training Project: Improving Skills of Medical Students, Residents, and Practicing Pediatricians on Early Intervention/Special Education
Division of Child and Family Studies
Department of Pediatrics
UCONN Health Center
309 Farmington Avenue
Farmington, CT 06032
(203) 679-4632
Fax: 203-679-1368

Mary Beth Bruder, Project Director
Preservice and Inservice Training for Early Intervention Collaborations: Across Agencies, Professionals, and Families
Division of Child and Family Studies
Department of Pediatrics
University of Connecticut Health Center
309 Farmington Avenue
Farmington, CT 06032
(203) 679-4632
Fax: 203-679-1368

Antonia Maxon, Marion Cohen, and Jacqueline Sachs, Directors
Childhood Hearing Impairment Program (CHIP)
Communication Sciences (U85)
University of Connecticut
850 Bolton Road
Storrs, CT 06269-1085
(203) 486-3166
Fax: 203-486-5422

Antonia Maxon and Marion Cohen, Co-Directors
Childhood Hearing Impairment Program (CHIP) — Ph.D.
Communication Sciences (U85)
University of Connecticut
850 Bolton Road
Storrs, CT 06269-1085
(203) 486-3166
Fax: 203-486-5422

Continued

DPP Grants, *continued*

Harvey Gilbert, Director
Recruitment in Preservice Preparation of
Speech-Language Pathologists for
Service to Preschool Children and
Families in Rural Settings
Communication Sciences (U85)
University of Connecticut
850 Bolton Road
Storrs, CT 06269
(203) 486-3491
Fax: 203-486-5422

Delaware

3-5 (Section 619) Contact
Martha Toomey, 619 Coordinator
Department of Public Instruction
Townsend Building
P.O. Box 1402
Dover, DE 19903
(302) 739-4667

Infant/Toddler (Part H) Contact
Nancy Wilson, Part H Coordinator
Division of Management Services
Department of Health and Social Services
2nd Floor, Room 230
1901 North Dupont Highway
New Castle, DE 19720
(302) 577-4647 (Wilson)
Fax: 302-577-4083

Chair, Interagency Coordinating Council
Chris Long
Disabilities Law Program
144 East Market Street
Georgetown, DE 19947
(302) 856-0038

DPP Grants
MarieAnn Aghazadian, Executive Director
Parent Training and Information Center
PIC of Delaware, Inc.
700 Barksdale Road, Suite 6
Newark, DE 19711
(302) 366-0152
Fax: 302-366-0276

Department of Defense Dependent Schools

Infant/Toddler/Preschool Contact

Rebecca Posante
Instructional Systems Specialist
Special Education
Department of Defense Dependent Schools
4040 North Fairfax Drive
Arlington, VA 22204
(703) 696-4386, ext. 147
Fax: 703-696-8924

District of Columbia

3-5 (Section 619) Contact

Robbie King, 619 Coordinator
Division of Special Education
District of Columbia Public Schools
Brown Building
26th Street and Benning Road NE
Washington, DC 20002
(202) 724-4796
SpecialNet: DC.SE
Fax: 202-724-2397

Infant/Toddler (Part H) Contact

Sharman Dennis
Part H Coordinator and Special Assistant to the Commissioner
DC-EIP Services
Office of Early Childhood Development
Department of Human Services
Commission on Social Services
609 H Street NE, 4th Floor
Washington, DC 20002
(202) 727-5930
SpecialNet: DC.SE
Fax: 202-727-5971

Chair, Interagency Coordinating Council

Tawara Taylor, Interim Chair
Georgetown University Child Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-8807
Fax: 202-687-8899

EEPCD Demonstration Projects

Donald Kates, Director
Nancy Striffler, Principal Investigator
Project CARE (Coordinate and Access Resources for Early Intervention)
Georgetown University Child Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-5000
687-5073 (Kates)
687-8617 (Striffler)
SpecialNet: DC.GEORGETOWN.CDC
Scan: UAF.DC
Fax: 202-687-8899

EEPCD Outreach Projects

Penny Wald, Project Director
Maxine Freund, Principal Investigator
Project CIP Community Integration Project
George Washington University
2201 G Street NW
Funger Hall 524
Washington, DC 20052
(202) 994-6170 (Freund)
994-2795 (Wald)
(703) 836-0723 (Wald)
Fax: 202-994-3365

Kathleen Gradel, Project Executive
Training for Inclusion
United Cerebral Palsy Associations, Inc.
1522 K Street NW, #1112
Washington, DC 20005
(202) 842-1266
AppleLink: UCP.NAT
Fax: 202-842-3519

EEPCD Statewide Data Systems Project

E. Elaine Vowels
Statewide Data System for 0-8 Year-Olds At Risk to Developmental Disabilities
DC General Hospital
Department of Pediatrics
4th Floor West Wing
1900 Massachusetts Avenue SW
Washington, DC 20003
(202) 727-3866
Fax: 202-544-5945

DID Research Grant

Donald Moores
Maternal Responsiveness and Child Competency in Deaf and Hearing Children
Gallaudet University
KDES-PAS #9
800 Florida Avenue NE
Washington, DC 20002
(202) 651-5206
Fax: 202-651-5458

DPP Grants

Kathy S. Katz, Project Director
A Leadership Training Program to Prepare Doctoral Level Psychologists for a Specialization in Services for Drug-Exposed Infants and Their Families/Caregivers
Georgetown University Child Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-5000
Fax: 202-687-8899

Charlene Howard, Project Director
Parent Information and Training Center
COPE
P.O. Box 90498
Washington, DC 20090-0498
(202) 543-6046/6482
Fax: 202-543-6682

Judith Pokorni, Director
Developmental Intervention for Young Children: An Inservice Video Curriculum for Home Health and Related Services Personnel
Georgetown University Child Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-5000
Fax: 202-687-8899

Kathy Katz, Director
Doctoral/Postdoctoral Training of Psychologists in Services to At-Risk and Handicapped Infants and Toddlers
Georgetown University Child Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-5000
Fax: 202-687-8899

Continued

DPP Grants, *continued*

Kathy Katz, Director
Interdisciplinary Training of Early Intervention Personnel to Serve Minority Drug-Exposed Infants and Young Children
Georgetown University Child Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-5000
Fax: 202-687-8899

Jana Staton, Director
Listening to Families: Videotapes and Guides Illustrating Family Process and Family System Concepts for Early Intervention/Special Education Training
American Association for Marriage and Family Therapy
1100 17th Street NW, Suite 901
Washington, DC 20036
(202) 476-5124
Fax: 202-467-5123

Marilyn Sass-Lehrer, Director
Preparation Program for Parent-Infant Educators of the Hearing Impaired: A Collaborative Model
Department of Education
Gallaudet University
800 Florida Avenue NE
Washington, DC 20002
(202) 651-5530

Noma B. Anderson, Project Director
Preservice Preparation of Speech-Language Pathologists to Assess and Manage Oral Motor Dysfunction in Pediatric Populations
Department of Communication Sciences
Howard University
2400 Sixth Street SW
Washington, DC 20059
(202) 806-6990

Carole Brown, Project Director
Spanning Boundaries: Doctoral Leadership Training in Early Intervention
George Washington University
2121 Eye Street NW
Washington, DC 20052

Federated States of Micronesia

3-5 (Section 619) Contact

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Catalino Cantero, Secretary of Education
Division of Community Services
Department of Human Resources
Office of Education
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Kolonia, Pohnpei, FM 96941
011 (691) 320-2609/2647
Fax: 011-691-320-5263 (Pretrick
320-5500 (Keller and Cantero)

Ary Kumos
Special Education Coordinator
Department of Education
Box 460
Weno, Chuuk, FM 96942
011 (691) 330-2202
Fax: 011 (691) 330-2233

Wilson Kephas, Coordinator
Department of Education
Box ED, Kosrae State
Lelu, Kosrae, FM 96944
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Fax: 691-370-2045

Henry Phillip
Acting Special Education Coordinator
Department of Education
Pohnpei State
Kolonia, Pohnpei, FM 96941
011 (691) 320-2492
Fax: 011 (691) 320-5510

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Special Education Coordinator
Department of Education
Yap State
Colonia, Yap, FM 96943
011 (691) 350-2218
Fax: 691-350-2399

Infant/Toddler (Part H) Contact

Not Eligible to Participate

Chair, Interagency Coordinating Council

Not Eligible to Participate

Florida

3-5 (Section 619) Contact

Nancy D. Thomas, Program Specialist
Pre-Kindergarten Early Intervention Programs
Office of Early Intervention and School Readiness
Division of Public Schools
State Department of Education
325 West Gaines Street, Suite 754
Tallahassee, FL 32399-0400
(904) 488-6830
SpecialNet: BEESPK
Fax: 904-487-0946

Infant/Toddler (Part H) Contact

Fran Wilbur, Acting Assistant State Health Officer of Children's Medical Services/HRS
Prevention and Early Intervention
1317 Winewood Boulevard, Building B
Tallahassee, FL 32308
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Fax: 904-488-3813

Chair, Interagency Coordinating Council

Robert Griggs
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Florida Easter Seal Society
1010 Executive Center Drive, Suite 231
Orlando, FL 32803
(407) 896-7881
Fax: 407-896-8422

EEPCD Demonstration Project

Lise Fox, Project Director
Individualized Support for Young Children with Severe Problems in Communication and Behavior
Florida Mental Health Institute
University of South Florida
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Tampa, FL 33612-3899
(813) 974-6100
Fax: 813-974-4406

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Project TLC *[2 grants]* (Technology-Learning-Collaboration)
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Altamonte Springs, FL 32716-1593
(407) 774-9888
Fax: (406) 865-7925

EEPCD Statewide Data Systems Project

Janice Smith-Dann
Identification and Tracking System for Florida's At-Risk Preschool Children
Student Assessment Services Section
Division of Public Schools
Department of Education
PL08 Capitol
Ta'lahassee, FL 32399
(904) 488-8198
Fax: 904-487-1889
and
Mike Resnick, Subcontract Manager
Identification and Tracking System for Florida's At-Risk Preschool Children
Professor of Pediatrics
College of Medicine/Department of Pediatrics
University of Florida
Box 100296
Gainesville, FL 32610
(904) 334-1360
Fax: 904-334-1361

DID Research Grant

Daphne Thomas, Principal Investigator
Educating Young Disabled African-American Children in the Context of Their Families: A Research for Variability
Department of Special Education
University of South Florida
4202 East Fowler Avenue, HMS 475
Tampa, FL 33620-8350
(813) 974-3410

DPP Grants

Liz Rothlein, Project Director
Early Childhood Special Education Master's Degree/Endorsement
School of Education
University of Miami
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-2102

Liz Rothlein, Director
Early Childhood Special Needs Master's Degree Program
University of Miami
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-2102
Fax: 305-284-3003

Liz Rothlein, Director
Graduate Training for Personnel in Early Childhood Special Education and Teaching English to Speakers of Other Languages
School of Education
University of Miami
PO Box 248065
Coral Gables, FL 33124
(305) 284-2102
Fax: 305-284-3003

Liz Rothlein and Sharon Vaughn, Project Co-Directors
Infant Intervention — Substance Exposed
University of Miami
School of Education
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-3826 (Rothlein)
284-6611 (Vaughn)

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DPP Grants, *continued*

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Training Early Intervention and Preschool Personnel
Department of Special Education
G315 Norman Hall
University of Florida
Gainesville, FL 32611
(904) 392-0701
Fax: 904-392-2655

Vivian Correa, Director
Unified Training Program in Early Childhood and Special Education
Department of Special Education
G315 Norman Hall
University of Florida
Gainesville, FL 32611
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Fax: 904-392-2655

Mary Frances Hanline, Director
Collaborative Personnel Preparation in Early Childhood Education and Intervention
Department of Special Education
B172, 205 Stone Building
Florida State University
Tallahassee, FL 32306-3024
(904) 644-4880

Mary Frances Hanline, Director
Leadership Training in Early Childhood Special Education
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Florida State University
Tallahassee, FL 32306-3024
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Janet Jacoby
Parent Training and Information Center
Family Network on Disability
5510 West Gray Street, Suite 220
Tampa, FL 33609-1035
(813) 289-1122 (Voice/TDD)
Fax: 813-286-8614

Georgia

3-5 (Section 619) Contact

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Department for Exceptional Students
State Department of Education
1970 Twin Towers East
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(404) 657-9955
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Fax: 404-651-6457

Infant/Toddler (Part H) Contact

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Local Early Intervention Program Support
Division of Public Health
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Milledgeville, GA 31061
(912) 453-4577
Fax: 912-453-6582

EEPCD Demonstration Projects

Gail McGee, Director
Terri Daly, Clinical Coordinator
Michael Morrier, Center Coordinator
Model for Early Treatment of Toddlers with Autism
Emory Autism Resource Center
718 Gatewood Road
Atlanta, GA 30322
(404) 727-8350
Fax: 404-727-3969

EEPCD Inservice Project

Karen R. Davis
Social Competence for Young Children: An Inservice Training Project
Developmental Therapy Projects
College Square Building
191 East Broad Street, Suite 309
Athens, GA 30601-2801
(706) 369-5689
Fax: 706-369-5690

EEPCD Statewide Data Systems Project

Carol C. Wilson, Project Director
STREAM: Strengthening the Early Assessment Model Through the Refinement, Enhancement, and Further Implementation of Georgia's Tracking System for High-Priority Children
Office of Disabilities Prevention
Maternal and Child Health Branch
Division of Public Health
Department of Human Resources
2600 Skyland Drive NE, Upper Level
Atlanta, GA 30319
(404) 679-0531
Fax: 404-679-0686

DPP Grants

Michael Malone, Project Director
Interdisciplinary Preservice Specialization Project: Training Early Intervention Personnel to Provide Part H Services (IPSP)
College of Family and Consumer Science
Dawson Hall
The University of Georgia
Athens, GA 30602-3622
(706) 542-4845

Zolinda Stoneman, Project Director
Interdisciplinary Doctoral Leadership Program: Preparing Culturally Competent, Family-Centered Early Intervention and Preschool Professionals
University of Georgia
621 Graduate Studies Building
Athens, GA 30602
(706) 542-4827

Patty Webb
Parent Training and Information Center
Parents Educating Parents (PEP)
Georgia ARC
2860 East Point Street, Suite 280
East Point, GA 30344
(404) 761-3150
Fax: 404-767-2258

Julia Lee, Director
Preparation for Endorsement/Certification of Service Providers for Early Intervention of Infants, Toddlers, and Preschoolers With Disabilities
Department of Special Education
Valdosta State College
Valdosta, GA 31698
(912) 333-5932
Fax: 912-333-7167

Guam

3-5 (Section 619) Contact

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Early Childhood Special Education (619)
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Fax: 671-646-8052

Infant/Toddler (Part H) Contact

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Division of Special Education
Department of Education
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Agana, GU 96910
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SpecialNet: GUAM.SE
Fax: 671-475-0567

Chair, Interagency Coordinating Council

Rosanne Ada, Chair
State Interagency Coordinating Council
Box 2950
Agana, GU 96910
011 (671) 472-8901

Hawaii

3-5 (Section 619) Contact

Margaret Donovan, State Administrator
Michael Fahey, 619 Coordinator
Special Needs Branch
Department of Education, Box 2360
3430 Leahi Avenue
Honolulu, HI 96815
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737-9575 (Musick)
SpecialNet: HI.SE
Fax: 808-733-4841

Infant/Toddler (Part H) Contact

Jean Johnson, Coordinator
Zero-to-3 Hawaii Project
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1600 Kapiolani Boulevard, Suite 1401
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Fax: 808-946-5222

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EEPCD Outreach Project

Mary Jo Noonan, Project Director
Preschool Preparation and Transition (PPT) Outreach Project: Preschool
Department of Special Education
University of Hawaii
1776 University Avenue, UA4-7
Honolulu, HI 96822
(808) 956-5599 (Noonan)
956-6917 (Yamashita)
Fax: 808-956-4345

DID Research Grants

Jean Johnson, Principal Investigator
A Feasibility Study for an Evaluation of Part H Outcomes
Family Health Services Division
Department of Health
Health Services Division
1600 Kapiolani Boulevard, Suite 1401
Honolulu, HI 96814
(808) 957-0662

Beppie Shapiro, Principal Investigator
A Feasibility Study for an Evaluation of Part H Outcomes
Family Health Services Division
Department of Health
Health Services Division
1600 Kapiolani Boulevard, Suite 1401
Honolulu, HI 96814
(808) 957-0066

DPP Grants

Kathy Gould and Susan Klopotek
Parent Training and Information Center
AWARE/Learning Disabilities Association
200 North Vineyard Boulevard, Suite 103
Honolulu, HI 96817
(808) 536-2280 voice/TDD
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Linda McCormick, Project Director
Na Lei Kamali'i (Special Young Child)
University of Hawaii
1776 University Avenue
Honolulu, HI 96822
(808) 956-5597

James T. Yates, Project Director
Program for Preparation of Educational Audiologists to Serve the Preschool and School-Age Hearing Disabled in Hawaii and the Pacific Basin
Speech Pathology and Audiology
University of Hawaii
2540 Maile Way, Spalding 253
Honolulu, HI 96822
(808) 956-8279

Idaho

3-5 (Section 619) Contact

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Special Education Division
State Department of Education
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Fax: 208-334-2228

Infant/Toddler (Part H) Contact

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Department of Health and Welfare
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EEPCD Outreach Project

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Project Vision
Idaho Center on Developmental Disabilities
University of Idaho
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Moscow, ID 83843
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Fax: 208-885-3628

Jennifer Olson
Inclusion Through Transdisciplinary Teaming
Idaho Center on Developmental Disabilities
University of Idaho
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Moscow, ID 83843
(208) 885-3588
Fax: 208-885-3628

DPP Grants

Debra Johnson
Parent Training and Information Center
Idaho Parents UNLTD, Inc.
Parent Education Resource Center
4696 Overland Road, Suite 478
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Thomas Longhurst, Project Director
Idaho: Preschool Speech-Language Pathologist (SLP) Project
Speech-Pathology and Audiology Department
Idaho State University
921 South 8th Avenue
Pocatello, ID 83209-8046
(208) 236-2204

Steven Daley, Director
Training Early Childhood Special Education Personnel to Serve Young Children With Disabilities in Rural Southeast Idaho
College of Education
Idaho State University
Campus Box 8059
Pocatello, ID 83209
(208) 236-4559
Fax: 208-236-4224

Thomas Longhurst, Director
Training Communication Disorders Specialists to Serve Idaho Infants and Toddlers
Department of Speech-Pathology and Audiology
Campus Box 8116
Idaho State University
Pocatello, ID 83209
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Illinois

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Department of Special Education
State Board of Education
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Springfield, IL 62777-0001
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Fax: 217-782-0372

Infant/Toddler (Part H) Contact

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100 West Randolph Street, C-14300
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Chair, Interagency Coordinating Council

Maureen Patrick
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EEPCD Demonstration Projects

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Beverly Lewman, Project Coordinator
SPARK!
Fowler:
Department of Special Education
University of Illinois
Colonel Wolfe School
403 East Healy
Champaign, IL 61820
(217) 333-4890
Fax: 217-333-4293
Lewman:
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51 Gerty Drive, Room 88
Champaign, IL 61820
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Fax: 217-244-0851

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Connection Hints
Institute for Study of Developmental Disabilities
1640 West Roosevelt (M/C 627)
Chicago, IL 60608
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Patricia Hutinger, Director
Joyce Johanson, Project Coordinator
Expressive Arts Project
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EEPCD Experimental Projects

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Michaelene Ostrosky, Co-Director
The Comparison of Three Levels of Instruction on Communicative Repertories of Young Children with Moderate and Severe Disabilities
Department of Special Education
University of Illinois
1310 South Sixth Street
Champaign, IL 61830
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Fax: 217-333-6555

EEPCD Inservice Projects

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EEPCD Outreach Projects

Susan Fowler, Director
Dale B. Fink, Coordinator
FACTS/LRE (Family and Child Transitions Into Least Restrictive Environments)
Institute for Research on Human Development
University of Illinois at Urbana-Champaign
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
(217) 333-4123
Fax: 217-244-0851

Patricia Hutinger, Director
Linda Robinson, Coordinator
Project ACTT Outreach: Activating Children Through Technology
27 Horrabin Hall
Western Illinois University
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Fax: 309-298-2305

EEPCD Research Institute

Linda Gilkerson, Co-Principal Investigator
National Collaborative Research Institute for Early Childhood Intervention
Erickson Institute
420 North Wabash Avenue
Chicago, IL 60611
(312) 755-2250
Fax: 708-570-2880
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Continued

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DID Research Grants

Abigail Baxter, Principal Investigator
Facilitation of Intersubjectivity to Remediate Language Delay of Preschool Children With Mental Retardation
Institute for the Study of Developmental Disabilities
College of Education
University of Illinois
P.O. Box 6998 M/C 551
Chicago, IL 60608
(312) 413-1403
Fax: 312-413-1993

Patricia Hutinger, Principal Investigator
Expressive Arts Project for Young Children With Disabilities
Western Illinois University
Macomb, IL 61455
(309) 298-1634

DPP Grants

James Teska and Norma Ewing, Co-Directors
Preparing Early Childhood Special Educators to Provide Services in Early Intervention and Preschool Special Education Programs
Department of Special Education
Southern Illinois University
Carbondale, IL 62901
(618) 453-2311
Fax: 618-453-1646

Jeanette McCollum, Director
EISI: Early Intervention Specialists for Illinois — An Alternative Approach to Preservice Preparation
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University of Illinois
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(217) 333-0260
Fax: 217-333-6555

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University of Illinois
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(217) 333-6555

Jeanette McCollum, Director
Personnel Leadership for Early Intervention (PLEI)
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Champaign, IL 61820
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Training of Early Intervention Specialists (TEIS)
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(217) 333-0260
Fax: 217-333-6555

Kathlene Shank, Project Director
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Donald Moore
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Designs for Change
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Family Resource Center on Disabilities
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James Andrews, Director
Preparing Professionals to Serve Infants With Disabilities and Their Families
Department of Communicative Disorders
Northern Illinois University
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Dean Garstecki, Director
Preparation of Leadership Personnel (Pediatric Habilitative Audiologists): Northwestern University
Audiology and Hearing Science Program
Northwestern University
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Training Early Intervention and Preschool Personnel: Preservice Preparation of Paraprofessionals to Serve Infants, Toddlers, and Preschoolers
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Western Illinois University
Macomb, IL 61455
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Indiana

3-5 (Section 619) Contact
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Indianapolis, IN 46204-4278
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Fax: 317-232-0589

Infant/Toddler (Part H) Contact
Maureen Greer, Part H Coordinator
First Steps
Bureau of Child Development
Division of Family and Children
402 West Washington Street, W-386
Indianapolis, IN 46204
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SpecialNet: IN.FIRSTSTEPS
Fax: 317-232-7948

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EEPCD Outreach Project
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Liz Tertell, Coordinator
Best Practices in Integration Outreach Project
WW Wright Education Building, Room 3280
Bloomington, IN 47405-1006
(812) 856-8199 (Tertell)
856-8167 (Klein)
Fax: 812-856-8440

DPP Grants
Susan Klein, Director
Project ENDORSE
Wright School of Education, #3258
Indiana University
211 North Rose
Bloomington, IN 47405
(812) 856-8167
Fax: 812-856-8440

Richard Burden
Parent Training and Information Center
INSOURCE
833 Northside Boulevard
Building #1, Rear
South Bend, IN 46617
(219) 234-7101
Fax: 219-287-9651

Iowa

3-5 (Section 619) Contact

Joan Turner Clary, Early Childhood
Special Education Consultant
Bureau of Special Education
State Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3176
SpecialNet: IOWASE
Fax: 515-242-6019

Infant/Toddler (Part H) Contact

Linda Gleissner, Coordinator
Part H Program
133 Education Center
University of Northern Iowa
Cedar Falls, IA 50614
(319) 273-3299
Fax: 319-273-6997

Chair, Interagency Coordinating Council

Paul Greene, ICC Chair
School of Social Work
335 Columbia Circle
Waterloo, IA 50701
(319) 232-9418

DPP Grants

Mary Jane Brotherson, Director
Interdisciplinary Early Childhood Special Education Training Focus on Integration, Rural, and Family Needs
Department of Human Development and Family Studies
105 Child Development Building
Iowa State University
Ames, IA 50011
(515) 294-3677
Fax: 515-294-1765

Susan McBride, Project Director
Project ReConnect Comprehensive Licensure Program in Early Childhood Special Education With an Emphasis on Unified Curriculum and Induction Support.
Department of Human Development and Family Studies
Iowa State University
103 Child Development Building
Ames, IA 50010
(515) 294-7838

Carla Lawson
Parent Training and Information Center
Iowa Exceptional Parents Center (IEPC)
33 North 12th Street
P.O. Box 1151
Fort Dodge, IA 50501
(515) 576-5870
Fax: 515-576-8209

47

Kansas

3-5 (Section 619) Contact

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Carol Dermyer, Early Childhood Coordinator
Special Education Administration
State Department of Education
120 East 10th Avenue
Topeka, KS 66612-1182
(913) 296-3869 (Weithers)
296-7454 (Dermyer)
SpecialNet: KANSASSE
Fax: 913-296-7933

Infant/Toddler (Part H) Contact

Marnie Campbell, Part H Coordinator
State Department of Health and Environment
10th Floor
Landon State Office Building
900 Southwest Jackson
Topeka, KS 66612-1290
(913) 296-6135 or -6136
SpecialNet: KANSASSE
Fax: 913-296-8626

Chair, Interagency Coordinating Council

Deborah Voth, ICC Chair
Coordinating Council on Early Childhood Development Services
Rainbow United Inc.
2615 Wellesly
Wichita, KS 67220-2496
(316) 684-7060
Fax: 316-684-5534

EEPCD Inservice Project

Juliann Cripe and David Lindeman, Co-Directors
Project KITS: Kansas Inservice Training System
University Affiliated Program
University of Kansas
2601 Gabriel
Parsons, KS 67357
(316) 421-6550:
Ext. 1767 (Cripe)
Ext. 1769 (Lindeman)
SpecialNet: UAP.KS.PR
Fax: 316-421-6550, ext. 1864 (voice)

EEPCD Outreach Projects

Judith Carta, Director
Marleen Elliot, Coordinator
Project SLIDE
Juniper Gardens Children's Project
University of Kansas
1614 Washington Boulevard
Kansas City, KS 66102
(913) 321-3143
Fax: 913-371-8522

Juliann Cripe and David Lindeman
Family-Guided Approaches to Collaborative Early Intervention Training and Services (FACETS)
University Affiliated Program
University of Kansas
2601 Gabriel
Parsons, KS 67357
(316) 421-6550, ext. 1859
SpecialNet: UAP.KS.PR
Fax: 316-421-6550, ext. 1702 (voice)

Sharon Rosenkoetter
Bridging Early Services Transition Project — Outreach
Department of Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, KS 67460
(316) 241-7754
Fax: 316-241-5153

Lee McLean and David Lindeman, Co-Directors
Stephanie Hudson, Coordinator
CAPPS Outreach Project
Schiefelbusch Institute for Life Span Studies
University of Kansas
2601 Gabriel
Parsons, KS 67357
(316) 421-6550, Ext. 1859
SpecialNet: UAP.KS.PR
Fax: 316-421-6550, ext. 1702 (voice)

DID Research Grant

Debra Kamps, Principal Investigator
An Ecobehavioral Approach for Assessment and Prevention of Behavior Disorders for Young Children and Their Families
Institute for Life Span Studies
University of Kansas
1052 Dole
Lawrence, KS 66045
(913) 321-3143

DPP Grants

Ann Turnbull, Director
Family Leadership Training Program
Department of Special Education
Dole Building, 3rd Floor
University of Kansas
Lawrence, KS 66045
(913) 864-4954 or -7609

Mabel Rice, Director
Preparation of Preschool Classroom Language Intervention Specialists
Child Language Program
University of Kansas
1043 Indiana Street
Lawrence, KS 66044
(913) 864-4570

Nancy Peterson, Director
Preparing Leadership Personnel in Early Childhood
Department of Special Education
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4954

Sharon Rosenkoetter, Project Director
ACCK Early Intervention Preservice Grant
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, KS 67460
(316) 241-7754

Pamela Cress, Program Coordinator
Preparation of Personnel to Provide Vision Screening and Evaluation Services to Children From Birth to 3 Years
2601 Gabriel
University Affiliated Program
University of Kansas
Parsons, KS 67357
(316) 421-6550 ext. 1888
Fax: 316-421-6550, ext. 1864 (voice)

Continued

DPP Grants, *continued*

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Transdisciplinary and Community Agency
Team Infant/Toddler Communication
Services (Project TACTICS)
KUAP/Parsons
2601 Gabriel
P.O. Box 738
Parsons, KS 67357
(316) 421-6550, ext. 1859
Fax: 316-421-6550, ext. 1702 (voice)

Patricia Gerdel
Parent Training and Information Center
Families Together, Inc.
501 Jackson, Suite 400
Topeka, KS 66603
(913) 233-4777
Fax: 913-233-4787

James L. Tramill, Project Co-Director
Wichita State University School
Psychology/Early Intervention Project
College of Education
Wichita State University
1845 Fairmount
Wichita, KS 67260-0123
(316) 689-3226

Kentucky

3-5 (Section 619) Contact

Debbie Schumacher, Director
Barbara Singleton, 619 Coordinator
Division of Preschool Services
Kentucky Department of Education
Capitol Plaza Tower, 21st Floor
500 Mero Street
Frankfort, KY 40601
(502) 564-7056
SpecialNet: KENTUCKYSE
Fax: 502-564-6771

Infant/Toddler (Part H) Contact

Jim Henson, Part H Coordinator
Infant-Toddler Programs
Division of Mental Retardation
Department of Mental Health and Mental Retardation Services
275 East Main Street
Frankfort, KY 40621
(502) 564-7722
SpecialNet: MSRRC (Univ. of KY)
Fax: 502-564-3844

Chair, Interagency Coordinating Council

Vicki Stayton, ICC Chair
Department of Teacher Education
360 TPH
College of Education
Western Kentucky University
Bowling Green, KY 42101
(502) 745-4641
Fax: 502-745-2939

EEPCD Outreach Project

Beth Rous, Project Director
Project STEPS (Sequenced Transition to Education in the Public Schools)
Child Development Centers of the Bluegrass
465 Springhill Drive
Lexington, KY 40503
(606) 278-0549
Fax: 606-277-0807

DPP Grants

Vicki Stayton, Project Director
Interdisciplinary Preparation of Social Work, Psychology, and Speech/Communication Disorders Students for Early Intervention
Exceptional Child Department
Western Kentucky University
360 Tate Page Hall
Bowling Green, KY 42101
(502) 745-4641

Vicki Stayton, Director
Project PREPARE: Preparing Regular Educators and Other Professionals to Assume Roles in Early Intervention (35)
Department of Teacher Education
360 TPH
Western Kentucky University
Bowling Green, KY 42101
(502) 745-4641
Fax: 502-745-6474

Mary Louise Hemmeter, Project Director
Project KITES: Kentucky Infant-Toddler Educator Specialty
University of Kentucky
105 Kinkead Hall
Lexington, KY 40506-0057
(606) 257-7905

Belva Collins, Project Director
Training Rural Educators in Kentucky Distance Learning (TREKDL)
Special Education
University of Kentucky
229 Taylor Education Building
Lexington, KY 40506-0001
(606) 257-8591
Fax: 606-258-1046

Paulette Logsdon
Parent Training and Information Center
Kentucky Special Parent Involvement Network (KY-SPIN)
2210 Goldsmith, Suite 118
Louisville, KY 40218
(502) 456-0923
Fax: 502-456-0893

Louisiana

3-5 (Section 619) Contact

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Preschool Programs
Office of Special Education Services
State Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9084
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Infant/Toddler (Part H) Contact

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Office of Special Education Services
State Department of Education
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DPP Grants

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Parent Training and Information Center
Program of Families Helping Families of Greater New Orleans
UCPA of Greater New Orleans
4323 Division Street, Suite 110
Metairie, LA 70002-3179
(504) 888-9111
Fax: 504-888-0246

David Sexton, Director
Collaborative Model for Responsive Inservice Training and Outreach
Department of Special Education and Habilitative Services
University of New Orleans
New Orleans, LA 70112
(504) 942-8200

David Sexton, Director
Common Infancy Core: A Collaborative, Statewide Preservice Training Project
Department of Special Education and Habilitative Services
University of New Orleans
New Orleans, LA 70148
(504) 942-8200

Robert Eason, Co-Director
Pediatric Adapted Physical Education
Department of Human Performance and Health Promotion
University of New Orleans
New Orleans, LA 70148
(504) 286-6420
Fax: 504-286-6065

Maine

3-5 (Section 619) Contact
Joanne C. Holmes, 619 Coordinator
Susan Donovan, TA and Special Projects Consultant
Child Development Services
State House Station #146
Augusta, ME 04333
(207) 287-3272
SpecialNet: MAINESE
Fax: 207-287-5900

Infant/Toddler (Part H) Contact
Joanne C. Holmes, Part H Coordinator
Child Development Services
State House Station #146
Augusta, ME 04333
(207) 287-3272
SpecialNet: MAINESE
Fax: 207-287-5900

Chair, Interagency Coordinating Council
Helen Zidowecki
Division of Health Planning
35 Anthony Avenue
Augusta, ME 04333-0011
(207) 624-5424
SpecialNet: MAINESE
Fax: 207-624-5470

DPP Grant
Margaret Squires and Janice LaChance
Parent Training and Information Center
Special Needs Parent Information Network (SPIN)
P.O. Box 2067
Augusta, ME 04338-2067
(207) 582-2504
Fax: 207-582-5022

Republic of the Marshall Islands (RMI)

3-5 (Section 619) Contact

Priscilla Korek, Coordinator
Special Education
P.O. Box 3 Education Department
Republic of the Marshall Islands
Majuro, Marshall Islands, MH 96960
011 (692) 625-3359
Fax: 011-692-625-3681

Infant/Toddler (Part H) Contact

Not Eligible to Participate

Chair, Interagency Coordinating Council

Not Eligible to Participate

Maryland

3-5 (Section 619) Contact

Nancy Vorobey, Early Childhood Staff Specialist/619 Coordinator
Sheila Draper, Chief
Rolf Grafwallner, Prevention Specialist
Program Development and Assistance Branch
Division of Special Education
State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
(410) 333-2498 (Vorobey)
333-2595 (Draper)
333-2342 (Grafwallner)
SpecialNet: MARYLANDDSE
Fax: 410-333-8165

Infant/Toddler (Part H) Contact

Carol Ann Baglin, Program Director
Maryland Infants and Toddlers Program
One Market Center, Box 304
300 West Lexington Street, Suite 15
Baltimore, MD 21201
(410) 333-8100
SpecialNet: MDITP
Fax: 410-333-3199

Interagency Coordinating Council

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Vice President
Educational Programs
The Kennedy Institute and Johns Hopkins University
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(410) 550-9417
Fax: 410-550-9136

Katherine K. Cooper (parent)
ICC Co-Chair
710 Idlewild Road
Bel Air, MD 21014
(410) 838-9015

EEPCD Inservice Project

Jo Williams
ASHA's Interdisciplinary Preschool Project
American Speech-Language-Hearing Association (ASHA)
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700, ext. 141
Fax: 301-571-0457

DPP Grants

Lawrence A. Larsen, Project Director
Graduate Program in Infant/Young Children Mental Health for Related Services Personnel
John Hopkins University
100 Whitehead Hall
3400 North Charles Street
Baltimore, MD 21218
(410) 516-8273

Paula Beckman and David Cooper, Co-Directors
Doctoral Leadership in Early Childhood Special Education: Preparing Researchers and Teacher-Educators
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 405-6492

Paula Beckman, Project Director
Family Specialization in Special Education
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 405-6492

Lani Florian, Director
Five-Year Preservice Preparation Program in Special Education
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742-1121
(301) 405-6486

Paula Beckman, Director
Master's Program in Early Childhood Special Education
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 405-6492

Beth Harry and Joan Lieber, Project Co-Directors
Master's Program in Urban Early Childhood Special Education
University of Maryland at College Park
Room 2100, Lee Building
College Park, MD 20742
(301) 405-6465

Continued

DPP Grants, *continued*

Paula Beckman, Project Director
Training for Infant/Family Specialists for Infants/Toddlers at Multiple Risk for Disability
University of Maryland at College Park
Room 2100, Lee Building
College Park, MD 20742
(301) 405-6492

Donna Fluke
Parent Training and Information Center
Parents Place of Maryland, Inc.
7257 Parkway Drive, Suite 210
Hanover, MD 21076
(410) 712-0900
Fax: 410-712-0902

Diane Paul Brown, Project Director
Building Bridges: An Inservice Education Program for Speech-Language Pathologists, Audiologists, and Preschool Personnel
American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700, ext. 297

David Cook, Director
Project Together: Partnerships Among Parents, Professionals, and Paraprofessionals
1401 Rockville Pike, Suite 600
Rockville, MD 20852
(301) 424-0800
Fax: 301-424-5771

Massachusetts

3-5 (Section 619) Contact

Elisabeth Schaefer, Director
Early Childhood Programs
State Department of Education
350 Main Street
Malden, MA 02148
(617) 388-3300, Ext. 360
SpecialNet: MASPED
MASSACHUSETTSSED
Fax: 617-388-3394

Infant/Toddler (Part H) Contact

Ron Benham, Part H Coordinator
Division of Early Childhood
Department of Public Health
150 Tremont Street, 7th Floor
Boston, MA 02111
(617) 727-5089 or -5090
SpecialNet: MA.PUBLICHEALTH
Fax: 617-727-6108

Chair, Interagency Coordinating Council

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Educational Supervisor
Preschool Services
Perkins School for the Blind
175 North Beacon Street
Watertown, MA 02172
(617) 972-7331
Fax: 617-923-8076

EEPCD Demonstration Project

Geneva Woodruff
Model Demonstration Program of Transdisciplinary and Transagency Family-Centered Early Intervention Services for HIV-Infected Children (Birth to 3) and Their Families
Foundation for Children with AIDS
1800 Columbus Avenue
Roxbury, MA 02119
(617) 442-7442
Fax: 617-442-1705

Geneva Woodruff, Director
STAR: A Family-Centered Home and Classroom Program for HIV-Infected 3- to 5-Year-Olds and Their Families
Foundation for Children with AIDS, Inc.
South Shore Mental Health Center
1800 Columbus Avenue
Roxbury, MA 02119
(617) 442-7442
Fax: 617-442-1705

EEPCD Inservice Training Project

Margaret O'Hare, Director
First CHANCE (Children with Handicaps Assisted and Nurtured in Child Care Environments)
3 Randolph Street
Canton, MA 02021
(617) 828-7497
Fax: 617-575-0078

Geneva Woodruff
An Inservice Training Program to Improve Services to Drug-Exposed and HIV-Infected Children Birth to Five and Their Families Using the Transdisciplinary and Transagency Models
Foundation for Children with AIDS
1800 Columbus Avenue
Roxbury, MA 02119
(617) 442-7442
Fax: 617-442-1705

EEPCD Outreach Projects

Margot Kaplan-Sanoff, Director
Steps for Kids: A Family Recovery Outreach Training Project
Department of Pediatrics
Boston City Hospital
Talbot Building, Room 217
818 Harrison Avenue
Boston, MA 02118
(617) 534-4767
Fax: 617-534-7915

Geneva Woodruff
Improving Services to Drug-Exposed or HIV-Infected Children, Birth to 8, and Their Families Using the Transdisciplinary and Transagency Models
Foundation for Children with AIDS
1800 Columbus Avenue
Roxbury, MA 02119
(617) 442-7442
Fax: 617-442-1705

EEPCD Research Institute

Heiidelise Als, Co-Principal Investigator
National Collaborative Research Institute for Early Childhood Intervention
The Children's Hospital
300 Longwood Avenue
Boston, MA 02115
(617) 735-8249
Fax: 617-735-7230
[see also Illinois address]

DID Research Grants

Linda Ferrier, Principal Investigator
Final Development and Field Testing of a Baby Babble Blanket
423 Lake Hall
Speech-Pathology and Audiology
Northeastern University
360 Huntington Avenue
Boston, MA 02115
(617) 437-5754

Karin N. Lifter, Principal Investigator
Play Project: Using Play to Teach About Objects, Events, and Language
Northeastern University
360 Hunting Avenue
Boston, MA 02115
(617) 437-2485

Continued

DPP Grants

Harris E. Nober, Project Director
Infant Toddler Audiology Training Program
Department of Communication Disorder, Munson Hall
University of Massachusetts
Amherst, MA 01003
(413) 545-3636

Catherine Marchant, Director
Birth-Five Training Program: Professional Preparation for Work With Young Children With Disabilities and Their Families, Including Those From Culturally Diverse Backgrounds
Wheelock College
200 The Riverway
Boston, MA 02215-4176
(617) 734-5200, ext. 160

Barry Prizant, Director
Doctoral Training for Speech-Language Pathologists in Early Child Language Study
Division of Communication Disorders
Emerson College
168 Beacon Street
Boston, MA 02116
(617) 578-8732

David Luterman, Director
Language Intervention Training for Minority Speech-Language Pathologists Serving Infants, Toddlers, and Preschoolers
100 Beacon Street
Emerson College
Boston, MA 02116
(617) 578-8730

Barry Prizant, Director
Language Intervention Training for Speech-Language Pathologists Serving Infants, Toddlers, and Their Families
Division of Communications Disorders
Emerson College
168 Beacon Street
Boston, MA 02116
(617) 578-8732

Artie Higgins
Parent Training and Information Center
Federation for Children With Special Needs
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915
Fax: 617-695-2939

Karen Gould, Project Director
Interdisciplinary Training in Special Needs: A Multicultural Emphasis
Eunice Kennedy Shriver Center
University Affiliated Program
200 Trapelo Road
Waltham, MA 02154
(617) 642-0238

Michigan

3-5 (Section 619) Contact

(Mr.) Jan Baxter, Supervisor
Carol Regnier, Consultant
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State Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-8215
SpecialNet: MI.SE
Fax: 517-373-7504

Infant/Toddler (Part H) Contact

Jacquelyn Thompson, Part H Coordinator
Early On Michigan
Health and Early Childhood Unit
State Department of Education
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(517) 373-8483 or -6335
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Fax: 517-373-1233

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(906) 786-9300
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EEPCD Inservice Training Projects

Rita Benn, Director
Karen Mikus and Deborah Weatherston, Coordinators
Family-Focused, Infant-Toddler, Transagency Training Project (F.I.T.)
Merrill Palmer Institute
71-A East Ferry Street
Detroit, MI 48202
(313) 577-5244
Fax: 313-577-0995

James Knoll, Director
Carol Kent, Co-Director
Inservice Training and Support of Personnel to Serve Young Children with Disabilities (Project TEAM)
Developmental Disabilities Institute
326 Justice Building
Wayne State University
6001 Cass Avenue
Detroit, MI 48202
(313) 577-2654
Fax: 313-577-3770

Judy Alhamisi, Co-Director
Carol Swift, Co-Director
Project ENHANCE
Wayne County Regional Educational Service Agency
33500 Van Born Road
Wayne, MI 48184
(313) 467-1502
Fax: 313-326-2610

DID Research Grant

F. Connor, Principal Investigator
Teaching Vocabulary Comprehension Concepts in Preschool Physical Education to Children With Disabilities
Department of Physical Education and Exercise Science
Michigan State University
132 IM Sports Circle
East Lansing, MI 48824
(517) 355-4744

DPP Grants

Billye Cheatum, Project Director
Competency-Based Master's Degree Training in Special Physical Education With an Emphasis in Programs for At-Risk (In Utero Drug-Exposed) Children
North Hall
Western Michigan University
Kalamazoo, MI 49008
(616) 387-8320
Fax: 616-387-8659

Sue Pratt
Parent Training and Information Center
Citizens Alliance to Uphold Special Education (CAUSE)
313 South Washington Square, Suite 040
Lansing, MI 48933
(517) 485-4084 (voice/TDD)
Fax: 517-485-4145

Barbara Cardinal and Martha Wilson
Parent Training and Information Center
Parents Are Experts: Parents Training Parents Project
23077 Greenfield Road, Suite 205
Southfield, MI 48075-3744
(313) 557-5070, voice/TTD
Fax: 313-557-4456

Minnesota

3-5 (Section 619) Contact

Robyn Widley, Early Childhood Specialist
Unique Learner Needs Section
Department of Education
Capitol Square Building, Room 812
550 Cedar Street
St. Paul, MN 55101
(612) 296-5007
SpecialNet: MN.SE
Fax: 612-297-5695

Infant/Toddler (Part H) Contact

Jan Rubenstein, Coordinator
Interagency Planning Project for Young Children with Disabilities
State Department of Education
Capitol Square Building, Room 987
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St. Paul, MN 55101
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SpecialNet: MN.SE
Fax: 612-297-5695

Chair, Interagency Coordinating Council

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University of Minnesota
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(612) 626-7819
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EEPCD Inservice Training Project

Mary McEvoy, Principal Investigator
Developing and Evaluating a Model of Inservice and Technical Assistance
Institute on Community Integration
University of Minnesota
215 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
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Fax: 612-625-6619
and
Joe Reichle, Co-Principal Investigator
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Minneapolis, MN 55455
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Mary McEvoy, Co-Director
Scott McConnell, Co-Director
Midwestern Consortium for Faculty Development
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Minneapolis, MN 55455
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Fax: 612-625-6619

EEPCD Outreach Project

Linda Kjerland, Director
Jean Mendenhall, Coordinator
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Fax: 612-455-8972

EEPCD Research Institute

Scott McConnell and Mary McEvoy, Co-Principal Investigators
Early Childhood Research Institute on Substance Abuse
Institute on Community Integration
102 Pattee Hall (McConnell)
215 Pattee Hall (McEvoy)
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-6300 (McConnell)
626-7819 (McEvoy)
Fax: 612-625-6619 (McConnell)
626-7496 (McEvoy)
[see also Kansas and South Dakota addresses]

DID Research Grants

Carol Davis, Principal Investigator
Expanding Behavioral Momentum: Linking High-Probability Requests and Peer Interactions to Promote Skill Acquisition and Generalization in Young Children With Severe Disabilities
University of Minnesota Institute on Community Integration
150 Pillsbury Drive, 102 Pattee Hall
Minneapolis, MN 55455
(612) 626-7819

Scott McConnell, Principal Investigator
Generalization Tactics for Increased Social Behavior
University of Minnesota
Institute on Community Integration
102 Patee Hall, University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-6300
Fax: 612-625-6619

James Ysseldyke
Open Enrollment and Students With Handicaps: Issues, Implementation, and Policy
350 Elliott Hall
University of Minnesota
75 East River Road
Minneapolis, MN 55455
(612) 624-4014

Scott McConnell and Mary A. McEvoy, Principal Investigators
Prenatal Cocaine Exposure and Social Development of Young Children: A Field-Initiated Research Project
Institute of Community Integration
102 Pattee Hall, University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-6300
Fax: 612-625-6619

DPP Grants

Paula Goldberg, Director
Child Abuse Prevention: An Innovative Training Model for Early Childhood Professionals Working With Families At Risk for Maltreatment Who Have Children With Disabilities
4826 Chicago Avenue S
Minneapolis, MN 55417-1055
(612) 827-2966
Fax: 612-827-3065

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Continued

DPP Grants, *continued*

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Minnesota Leadership Program in Early
Childhood Special Education
Educational Psychology
University of Minnesota
229 Burton Hall
178 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-1003
Fax: 612-624-8241

Marge Goldberg and Paula Goldberg
Parent Training and Information Center
PACER Center, Inc.
4826 Chicago Avenue S
Minneapolis, MN 55417
(612) 827-2966
Fax: 612-827-3065

Mississippi

3-5 (Section 619) Contact
Ashley Kullman
Bureau of Special Services
State Department of Education
P.O. Box 771
Jackson, MS 39205-0771
(601) 359-3498
SpecialNet: MS.SE
Fax: 601-359-2198

Infant/Toddler (Part H) Contact
Hope Hendricks Bacon, Director
Infant and Toddler Program
Mississippi State Department of Health
2423 North State Street, Room 105A
P.O. Box 1700
Jackson, MS 39215-1700
(601) 960-7622
Fax: 601-960-7922

Chair, Interagency Coordinating Council
Hon. Mark Garriga
ICC Co-Chair
P.O. Box 4108
Gulfport, MS 39501
(601) 864-4011
Fax: 601-864-4852

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Jackson, MS 39206
(601) 939-8640
Fax: 601-354-6945

EEPCD Demonstration Project
Kathleen Stremel, Director
Lorie Hollingshead, Coordinator
Integrated Early Intervention Teams for Infants and Toddlers With Multiple Disabilities
Department of Special Education
University of Southern Mississippi
Southern Station Box 5115
Hattiesburg, MS 39406-5115
(601) 266-5135
SpecialNet: UAP.MS
Fax: 601-266-5114

EEPCD Outreach Project
Estella Fair, Director
Project COACH Outreach
Transdisciplinary Consultation/ Coaching Training for Implementing Integrated Model Programs and Best Practices
University Affiliated Program
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39406-5163
(601) 266-5114
Fax: 601-266-5755

DPP Grant
Valerie De Coux, Director
Transdisciplinary Training for Early Intervention Personnel to Provide Family-Centered Transition and Case Management Services for At-Risk Young Children
Mississippi University Affiliated Program
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39406-5163
(601) 266-5163
Fax: 601-266-5114

Missouri

3-5 (Section 619) Contact

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P.O. Box 480
Jefferson City, MO 65102
(314) 751-0185
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Fax: 314-526-4404

Infant/Toddler (Part H) Contact

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Section of Special Education
Department of Elementary and Secondary Education
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Jefferson City, MO 65102
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Fax: 314-526-4404

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Pediatric and Medical Social Worker
Department of Social Services
St. Louis Children's Hospital
#1 Children's Place
St. Louis, MO 63110
(314) 454-6108
Fax: 314-454-2473

EEPCD Inservice Project

Jean Ann Summers, Director
Project IDEEA (Individualized Development for Early Education Agencies)
University Affiliated Program
Institute for Human Development
University of Missouri—Kansas City
2220 Holmes
Kansas City, MO 64108
(816) 235-1771
Fax: 816-235-1762

EEPCD Outreach Project

Bob Busch, Director
Missouri TIKES: Training Individuals to Care for Exceptional Students Outreach Project
University of Missouri
223 Townsend Hall
Columbia, MO 65211
(314) 882-1386 or (800) 488-5118
Fax: 314-882-5071

DPP Grants

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Parent Training and Information Center
MPact Kansas City Office
3100 Main, Suite 303
Kansas City, MO 64111
(816) 531-7070/931-2992 TDD
Fax: 816-531-4777

Karen Steckol, Project Director
An Interdisciplinary Approach to Training M.A.-Level Speech-Language Pathologists to Work With Disabled Preschool Children
Department of Communication Disorders
St. Louis University
3733 West Pine Boulevard
St. Louis, MO 63108-3305
(314) 658-2948

Beth Mollenkamp
Parent Training and Information Center
MPACT St. Louis Office
8631 Delmar, Suite 300
St. Louis, MO 63124
(314) 997-7622 voice/TDD
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Marianne Toombs, Director
Parent Training and Information Center
MPACT Springfield Office
1722 West South Glenstone, Suite 125
Springfield, MO 65804
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Fax: 417-882-8413

Montana

3-5 (Section 619) Contact

Dan McCarthy, Preschool/Monitoring Specialist
Division of Special Education
Office of Public Instruction
State Capitol, Room 106
Helena, MT 59620
(406) 444-4425
SpecialNet: MT.SE
Fax: 406-444-3924

Infant/Toddler (Part H) Contact

Jan Spiegle-Stinger, Part H Coordinator
Management Operations Bureau
Developmental Disabilities Division
Department of Social and Rehabilitation Services
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Helena, MT 59604-4210
(406) 444-2995
SpecialNet: MT.SRSDDD
Fax: 406-444-0230

Chair, Interagency Coordinating Council

Judy Wright, ICC Chair
Children's Special Health Services
Department of Health and Environmental Sciences
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Helena, MT 59620
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EEPCD Inservice Training Project

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Rural Institute
52 Corbin Hall
University of Montana
Missoula, MT 59812
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Fax: 406-243-2349

EEPCD Outreach Project

Richard van den Pol, Director
Shelley Neilsen, Coordinator
VIDEOSHARE Model Outreach Project
Division of Educational Research and Service
School of Education
University of Montana
Missoula, MT 59812
(406) 243-5344
Fax: 406-243-2797 (Attn: R. van den Pol)

DPP Grants

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Parent Training and Information Center
Parents, Let's Unite for Kids (PLUK)
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1500 North 30th Street
Billings, MT 59101-0298
(406) 657-2055
Fax: 406-657-2061

Sue Forest, Director
Early Intervention Specialty Project: Competency-Based Program for Infant/Toddler Specialists
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University of Montana
Missoula, MT 59812
(406) 243-2897
Fax: 406-243-2349

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Montana Early Childhood Special Education Teacher Training
Division of Educational Research and Service
School of Education
University of Montana
Missoula, MT 59812
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Fax: 406-243-2797

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Rural Early Intervention Training Program
Rural Institute on Disabilities
52 Corbin Hall
The University of Montana
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Nebraska

3-5 (Section 619) Contact
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John Clark, Assistant Director for Special Education
Special Education Office
State Department of Education
P.O. Box 94987
Lincoln, NE 68509
(402) 471-4319
SpecialNet: NE.SE
Fax: 402-471-0117

Infant/Toddler (Part H) Contact
Judy Halstead, Coordinator
Special Education Office
State Department of Education
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EEPCD Outreach Project
Barbara Jackson and Judy Quinn, Co-Directors
Project Continuity
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Omaha, NE 68198-5450
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DPP Grant
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Parent Training and Information Center
Nebraska Parents' Center
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Nevada

3-5 (Section 619) Contact
Sharon Rogers, 619 Coordinator
Special Education Branch
State Department of Education
Capitol Complex
400 West King Street
Carson City, NV 89710
(702) 687-3140
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Infant/Toddler (Part H) Contact
Marilyn Walter, Chief
Early Childhood Services
Division of Child and Family Services
Department of Human Resources
3987 South McCarran Boulevard
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(702) 688-2284
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DPP Grants
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Las Vegas, NV 89102
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Sandra Doctoroff and Steven Rock, Co-Directors
Preparation of Personnel for Careers in Special Education: Early Childhood Special Education Program
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Department of Curriculum and Instruction
College of Education/278
Reno, NV 89557
(702) 784-4961
Fax: 702-784-4997

Sandra Doctoroff, Director
Preparation of Rural Early Childhood Paraprofessionals (Project PREP)
College of Education 278
University of Nevada at Reno
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Fax: 702-784-4997

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3-5 (Section 619) Contact

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619 Coordinator
Bureau of Early Learning
State Department of Education
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(603) 271-2178
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Fax: 603-271-1953

Infant/Toddler (Part H) Contact

Donna Schlachman, Director
New Hampshire Infants and Toddlers Program
Division of Mental Health and Developmental Services
Department of Health and Human Services
105 Pleasant Street
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(603) 271-5122
SpecialNet: NH.EC
Fax: 603-271-5058

Chair, Interagency Coordinating Council

Robert T. Kennedy, Director
Special Education Bureau
State Department of Education
State Office Park S
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3776
SpecialNet: NH.SE
Fax: 603-271-1953

EEPCD Demonstration Projects

Ann G. Haggart, Project Director
Maria Luisa Vallejo, Project Coordinator
Transitioning Young, Culturally Diverse Children With Disabilities Into the General Education Setting
Ann G. Haggart Associates, Inc.
P.O. Box 130
219 Drakeside Road
Rockingham County
Hampton, NH 03842
(603) 926-1316
Fax: 603-926-3689

DID Research Grant

Jane Weissman, Principal Investigator
A Study of Variables That Influence the Outcomes of High School Students With Disabilities in Regular Education Settings
New Hampshire Department of Education
101 Pleasant Drive
Concord, NH 03301
(603) 271-3741

DPP Grants

Judith Raskin, Regional Supervisor
Parent Training and Information Center
Parent Information Center
151A Manchester Street
P.O. Box 1422
Concord, NH 03302-1422
(603) 224-6299/224-7005/TDD
Fax: 603-224-4365

Ronald Croce, Project Director
Special Physical Education Consulting Teacher in Rural America: Programmatic Improvements
University of New Hampshire
107 Service Building
Durham, NH 03824
(603) 862-2080

New Jersey

3-5 (Section 619) Contact
Muncie Bucha Lou, 619 Coordinator
Bureau of Program Review
Division of Special Education
State Department of Education
225 West State Street, CN 500
Trenton, NJ 08625
(609) 292-4692
SpecialNet: NJ.SE
Fax: 609-984-8422

Infant/Toddler (Part H) Contact
Terry Harrison, Part H Coordinator
Special Child Health Services
State Department of Health
CN364
Trenton, NJ 08625-0364
(609) 777-7734
Fax: 609-292-3580

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Department of Pediatrics
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New Brunswick, NJ 08903
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Fax: 908-235-7088

EEPCD Outreach Project
Gordon Williamson, Director
Andrea Quigley, Assistant Director
Coping Project: National Initiative to Provide Training and Technical Assistance to Enhance the Adaptive Behavior and Resiliency of Young Children and to Support Their Families
Pediatric Rehabilitation Department
John F. Kennedy Medical Center
2050 Oak Tree Road
Edison, NJ 08820-2012
(908) 548-7610
Fax: 908-548-7751

DPP Grants
Lorraine McCune, Project Director
Interdisciplinary Birth-to-Five Personnel Development
Graduate School of Education
Rutgers University
10 Seminary Place
New Brunswick, NJ 08903
(908) 932-7716

Diana Cuthbertson, Executive Director
Parent Training and Information Center
Statewide Parent Advocacy Network, Inc. (SPAN)
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Westfield, NJ 07090
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Fax: 908-654-7880

New Mexico

3-5 (Section 619) Contact

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Special Education Unit
State Department of Education
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SpecialNet: NEWMEXICOSE
Fax: 505-827-6791

Infant/Toddler (Part H) Contact

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Developmental Disabilities Division
Department of Health
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EEPCD Demonstration Project

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Carol Westby, Co-Director
Project NEW-TeamS (Neurobehavioral, Ecological, Wholistic Team System)
Oetter: 4665 Indian School Road, #103
Albuquerque, NM 87110
Westby: Training and Technical Assistance Unit
University Affiliated Program
School of Medicine
University of New Mexico
Albuquerque, NM 87131
(505) 891-1236 (Oetter)
272-3000 (Westby)
SpecialNet: NEWMEXICO.UAP (Westby)
Fax: 505-272-5280 (Westby)

EEPCD Inservice Project

Ginny Munsick-Bruno, Director
Productive Waiting Project
Neonatal-Perinatal Program
Department of Pediatrics/Neonatology
Developmental Care Program
ACC 3-West
University of New Mexico Medical Center
Albuquerque, NM 87131
(505) 272-6805
Fax: 505-272-6845

EEPCD Outreach Project

Betty Yoches and Linda Askew, Co-Directors
Project Ta-kós
Alta Mira Specialized Family Service
800 Rio Grande Boulevard NW, #19
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Albuquerque, NM 87194-7040
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SpecialNet: ALTAMIRA
Fax: 505-842-9986

Gail C. Beam
Project TIE (Teams in Early Intervention) Outreach
Training and TA Unit — New Mexico University Affiliated Program
University of New Mexico School of Medicine
Albuquerque, NM 87131
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Fax: 505-272-5280

DPP Grants

Glenn VanEtten, Director
Infant Intervention Specialist Training Project
Family and Child Institute
College of Education
University of New Mexico
Albuquerque, NM 87131
(506) 277-5018

Linda Coleman and Duane Edwards
Parent Training and Information Center
Parents Reaching Out
Project ADOBE
1127 University Boulevard NE
Albuquerque, NM 87102
(505) 842-9045 (voice/TDD)
Fax: 505-842-1451

Isaura Barrera, Project Director
VENTANAS: Opening Windows of Opportunity for Young C/LD Children With Special Needs Through Expanded Training of Minority/Rural and Other Special Educators
Special Education, MV3006
University of New Mexico
Albuquerque, NM 97131
(505) 277-5018

Martha Johnson
Parent Training and Information Center
EPICS Project
Southwest Communication Resources, Inc.
2000 Camino del Pueblo
P.O. Box 788
Bernalillo, NM 87004
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Fax: 505-867-3398

New York

3-5 (Section 619) Contact

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Office for Special Education Services
One Commerce Plaza, Room 1610
Albany, NY 12234
(518) 474-5548
SpecialNet: NY.SE
Fax: 518-473-1578

Infant/Toddler (Part H) Contact

Frank Zollo, Director
Early Intervention Program
State Department of Health
Corning Tower, Room 208
Empire State Plaza
Albany, NY 12237-0618
(518) 473-7016
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Fax: 518-473-8673

Chair, Interagency Coordinating Council

Nan Songer, ICC Chair (parent)
Regional Planning Grant
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Syracuse, NY 13244-2340
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Fax: 315-443-4338

EEPCD Outreach Project

Marie Brand, Coordinator
Community Inclusion Outreach Project
3 Silver Lakes Gardens, #6D
Middletown, NY 10940
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[See Connecticut for additional project address]

DPP Grants

William Merriman, Project Director
Manhattan College Project in Adapted Physical Education
School of Education
Manhattan College
4513 Manhattan College Parkway
Bronx, NY 10471
(212) 920-0355

Pauline Bynoe and George Morales, Co-Directors
Medgar Evers College Special Education Teacher Training Program
Medgar Evers College Education Department
1650 Bedford Avenue
Brooklyn, NY 11225-2298
(718) 270-4962

Judith Bondurant-Utz, Director
A Master's Program for Permanent Certification of Early Childhood Special Educators With Minority Populations
State University of Buffalo
Ketchum Hall 110D
1300 Elmwood Avenue
Buffalo, NY 14222
(716) 878-5611 or -5429

Virginia Wyly, Director
The NICU Training Project
Department of Psychology, HC 305
State College at Buffalo
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Buffalo, NY 14222
(716) 878-6027
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Parent Training and Information Center
Parent Network Center (PNC)
452 Delaware Avenue
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(716) 885-1004/885-3577(TDD)
Fax: 716-885-9597

Kenneth Ottenbacher, Director
Multidisciplinary Training Curriculum in Assistive Technology for Special Educators and Related Services Personnel
School of Health Related Professions
SUNYAB
434 Kimball Tower
Buffalo, NY 14214
(716) 829-3434
Fax: 716-829-2034

Continued

DPP Grants, *continued*

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Parent Training and Information Center
Advocates for Children of New York
2416 Bridge Plaza S
Long Island, NY 11101
(718) 729-8866
Fax: 718-729-8931

Karen Schlesinger
Parent Training and Information Center
Resources for Children With Special Needs
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New York, NY 10003
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Lisa Fleisher, Director
Masters Program in Early Childhood Special Education
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Fax: 212-995-4049

Katherine Butler, Director
Preparation of Speech-Language Pathologists and Audiologists
Division of Special Education and Rehabilitation
Syracuse University
805 South Crouse Avenue
Syracuse, NY 13244-2340
(315) 443-9640

Edward Conture, Director
Training Communication Disorders Specialists Including Minorities for Early Intervention With Infants, Toddlers, and Preschoolers
805 South Crouse Avenue
Syracuse University
Syracuse, NY 13244-2280
(315) 443-9637
Fax: 315-443-3289

North Carolina

3-5 (Section 619) Contact

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Kathy Baars and Mable Hardison, Co-Coordinators
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State Department of Public Instruction
301 North Wilmington Street
Raleigh, NC 27601
(919) 733-3921 or -3193
715-1598 (Baars)
715-1603 (Hardison)
SpecialNet: NC.SE
Fax: 919-715-1569
715-1897 (Baars)

Infant/Toddler (Part H) Contact

Duncan Munn, Chief of Day Services
Developmental Disabilities Section
Division of Mental Health/Developmental Disabilities/Substance Abuse Services
Department of Human Resources
325 North Salisbury Street
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(919) 733-3654
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Fax: 919-715-4270

Chair, Interagency Coordinating Council

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EEPCD Demonstration Projects

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Luanne McAdams, Coordinator
Infant Care Project
Department of Pediatrics
Duke University Medical Center
Box 3364
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Karen J. O'Donnell
Multiple Risk Associated with Prenatal HIV
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EEPCD Inservice Project

Sharon Palsha and Pat Wesley
Mainstreaming Partners: A Support Training Model
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
106 Smith Level Road
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Chapel Hill, NC 27599-8180
(919) 966-4257 (Palsha)
962-7356 (Wesley)

EEPCD Regional Inservice Project

Pam Winton, Director
Southeastern Faculty Leadership Institute: A Training Model for Systems Change
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
105 Smith Level Road
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Chapel Hill, NC 27599-8180
(919) 966-7180
Fax: 919-966-7532

EEPCD Outreach Projects

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Donna Prendergast, Coordinator
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University of North Carolina at Charlotte
Charlotte, NC 28223
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SpecialNet: HEAP
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Angela Deal, Director
Family Enablement Project
Family, Infant and Preschool Program
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Kathy Whaley, Coordinator
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Family, Infant, and Preschool Program
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Fax: 704-438-6457
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EEPCD Research Institute

Gloria L. Harbin, Co-Director
Early Childhood Research Institute: Service Patterns and Utilization — A Collaborative and Systems-Based Investigation
Carolina Policy Studies Program
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
300 NationsBank Plaza
CB #8040
Chapel Hill, NC 27599-8040
(919) 962-7374
Fax: 919-962-7328
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Continued

DID Research Grants

Don Bailey, Principal Investigator
Age of Peers and Its Effects on the Social Interactions of Preschoolers With Disabilities
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
CB# 8180
Chapel Hill, NC 27599
(919) 966-4250
Fax: 919-966-7532

Don Bailey, Principal Investigator
A Longitudinal Study of Young Children With Fragile X Syndrome and Their Families
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
CB# 8180
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Jane Steelman, Principal Investigator
Project EXALTT: Exploring the Arts and Literacy Through Technology
School of Medicine
University of North Carolina at Chapel Hill
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Chapel Hill, NC 27599
(919) 966-7486

David Koppenhaver, Principal Investigator
PROJECT WRITE: Writing and Reading Instruction Through Technology, Educational Media and Materials
Department of Medical Allied Health Professions
School of Medicine
University of North Carolina at Chapel Hill
CB #8135
Chapel Hill, NC 27599
(919) 966-7486

Don Bailey, Principal Investigator
Treatment in Early Intervention: A Controlled Longitudinal Comparison of Treatment Models
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
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Chapel Hill, NC 27599
(919) 966-4250
Fax: 919-966-7532

Carol Trivette, Principal Investigator
Efficacy of Early Intervention: Long-Term Effects
Western Carolina Center Foundation
300 Enola Road
Morganton, NC 28655
(704) 433-2661
Fax: 704-438-6457

Patricia Porter, Principal Investigator
An Evaluation of Family-Centered, Coordinated Part H Services in North Carolina
Department of Human Resources
Division of MH/DD/SAS
325 North Salisbury Street
Raleigh, NC 27603
(919) 733-3654

DPP Grants

Joanne Roberts, Director
Ear Infections in Young Children: Identification and Management Implications for Early Childhood Professions
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
105 Smith Level Road
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Chapel Hill, NC 27599-8180
(919) 966-7164
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Donald Bailey, Director
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Don Bailey, Director
Master's Program in Early Intervention and Family Support
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
CB #8180
Chapel Hill, NC 27599-8180
(919) 966-4280
Fax: 919-966-7532

Elizabeth Crais and Joanne Roberts, Co-Directors
Preparing Speech-Language Pathologists For Working With Infants, Preschoolers, And Their Families
Wing D Medical School
University of North Carolina at Chapel Hill
CB # 7190
Chapel Hill, NC 27599-7190
(919) 966-1006
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Connie Hawkins
Parent Training and Information Center
Exceptional Children's Assistance Center
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Davidson, NC 28036
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Validation and Field Trial of a Multiple Rating Approach to Preschool Screening for Behavior Problems
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Understanding and Improving Long-Term
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Roger Williams Building, Room 209
22 Hayes Street
Providence, RI 02908
(401) 277-2705
SpecialNet: RI.SE
Fax: 401-277-6033

Infant/Toddler (Part H) Contact

Ron Caldarone, Part H Coordinator
Division of Family Health
State Department of Health
3 Capitol Hill, Room 302
Providence, RI 02908-5097
(401) 277-1185, ext. 112
Fax: 401-277-1442

Chair, Interagency Coordinating Council

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(401) 277-2385, Ext. 265
Fax: 401-273-5729

Lynn Wells, Vice Chair
9 Prudence Lane
Warren, RI 02885
(401) 245-1149

EEPCD Research Institute

Thomas T. Kochanek, Co-Director
Early Childhood Research Institute: Service Patterns and Utilization — A Collaborative and Systems-Based Investigation
School of Education and Human Development
Rhode Island College
600 Mt. Pleasant Avenue
Providence, RI 02908
(401) 456-8599
[see also North Carolina address]

DPP Grants

Janet Kulberg, Co-Director
Preparation of Personnel to Provide Long-Term Special Education Related Service to Infants and Preschool Children With Disabilities
Department of Psychology
University of Rhode Island
311 Chase
Kingston, RI 02881-0808
(401) 792-4228

Barbara Culatta, Project Director
Preservice Preparation of Speech Pathologists With a Specialization in the Management of Infant, Preschool, and Severely Handicapped Populations.
University of Rhode Island
Adams Hall
Kingston, RI 02881
(401) 792-5969

Deanna Forist
Parent Training and Information Center
Rhode Island Parent Information Network, Inc.
Independence Square
500 Prospect Street
Pawtucket, RI 02860
(401) 727-4144
Fax: 401-725-9960

South Carolina

3-5 (Section 619) Contact

Norma Donaldson-Jenkins, 619 Coordinator
Office of Programs for Exceptional Children
State Department of Education
Rutledge Building
1429 Senate Street
Columbia, SC 29201
(803) 734-8811
SpecialNet: SCAROLINAOPH
Fax: 803-734-4824

Infant/Toddler (Part H) Contact

Kathy Purnell, Coordinator
Division of Rehabilitative Services/BabyNet
Department of Health and Environmental Control
Robert Mills Complex, Box 101106
Columbia, SC 29201
(803) 737-4045 or -4046
Fax: 803-734-4459

Chair, Interagency Coordinating Council

Susan Smith
P.O. Box 4737
Spartanburg, SC 29305-4737
(803) 560-6480

DPP Grants

Hiram McDade, Director
Preparation of Masters-Level Speech-Language Pathologists and Audiologists to Work With Handicapped Preschoolers
Department of Speech-Language Pathology and Audiology
University of South Carolina
Columbia, SC 29208
(803) 777-4813
Fax: 803-777-3081

Hiram McDade, Project Director
Preparation of Master's-Level Speech-Language Pathologists and Audiologists to Work With Handicapped Preschoolers.
Department of Speech-Language Pathology and Audiology
University of South Carolina
Columbia, SC 29208
(803) 777-4813
Fax: 803-777-3081

Colleen Lee
Parent Training and Information Center
PRO-PARENTS
2712 Middleburg Drive, Suite 102
Columbia, SC 29204
(803) 779-3859 (voice/TDD)
Fax: 803-252-4513

Robbie Kendall, Co-Director
Preparation of Special Education and Related Services Personnel to Work With Young Handicapped Children in Rural Areas
Human Development Center
Winthrop College
Rock Hill, SC 29733
(803) 323-2244

South Dakota

3-5 (Section 619) Contact
Michelle Powers, 619 Coordinator
Office of Special Education
Department of Education and Cultural Affairs
Kneip Building, 700 Governors Drive
Pierre, SD 57501
(605) 773-3678
Fax: 605-773-6139

Infant/Toddler (Part H) Contact
Barb Lechner
Education Program Assistant Manager
Office of Special Education
Department of Education and Cultural Affairs
Kneip Building, 700 Governors Drive
Pierre, SD 57501
(605) 773-4478
Fax: 605-773-6139

Chair, Interagency Coordinating Council
Judy Struck
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University of South Dakota
414 East Clark Street, Julian 208
Vermillion, SD 57069
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Fax: 605-677-6274

EEPCD Research Institute
Cecilia Rokusek, Co-Principal Investigator
Early Childhood Research Institute on Substance Abuse
Center for Developmental Disabilities
School of Medicine
University of South Dakota UAP
Vermillion, SD 57069
(605) 677-5311
Fax: 605-677-5124
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DPP Grant
Monica Degen
Parent Training and Information Center
South Dakota Parent Connection
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Sioux Falls, SD 57118-4813
(605) 335-8844 (voice/TDD)
Fax: 605-335-8504

Tennessee

3-5 (Section 619) Contact
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Harry Repshere, 619 Coordinator
Office for Special Education
State Department of Education
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710 James Robertson Parkway
Nashville, TN 37243-0380
(615) 741-2851
SpecialNet: TN.SE
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Infant/Toddler (Part H) Contact
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Doris Mattraw, Part H Coordinator
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State Department of Education
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Nashville, TN 37243-0380
(615) 741-2851
SpecialNet: TN.SE
Fax: 615-532-9412

Chair, Interagency Coordinating Council
Wesley Brown, Director
Center for Early Childhood
East Tennessee State University
Box 70434
Johnson City, TN 37614-0434
(615) 929-4192 or -5849
Fax: 615-929-5821

EEPCD Demonstration Project
Samuel Odom, Eva M. Horn, and William H. Brown, Principal Investigators
Project BLEND
Department of Special Education
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-2249
Fax: 615-322-8236

Outreach Project
Steven Warren, Director
Donna De Stefano, Coordinator
Magnolia Circle Project
Department of Special Education
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-8277 or (800) 288-7733
Fax: 615-343-1570

DID Research Grants
Ann Kaiser, Principal Investigator
The Generalized Effects of Early Language Intervention
Department of Special Education
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-0816
Fax: 615-322-8236

Paul Yoder, Principal Investigator
Generalized, Transitional, and Longitudinal Effects of Prelinguistic Communication Intervention
Room 512 Kirkland Hall
Peabody College
Vanderbilt University
Nashville, TN 37240
(615) 322-8464

James Fox, Principal Investigator
An Observational Analysis and Validation of Social and Survival Skills for Preschool- and School-Age Children With and Without Disabilities
Center for Early Childhood
East Tennessee State University
P.O. Box 70,434
Johnson City, TN 37614-0434
(615) 929-5824

William Brown, Principal Investigator
Observational Assessment of Social Goals and Strategies of Young Children With Disabilities and Their Peers
Room 512, Kirkland Hall
Peabody College
Vanderbilt University
Nashville, TN 37240
(615) 322-2249

DPP Grants
Lynda Pearl, Director
First Stage: Bringing Licensure in Early Childhood Special Education to the Southern Appalachian Area
Eastern Tennessee University
P.O. Box 70434
Johnson City, TN 37614
(615) 929-5849
Fax: 615-929-5821

Continued

DPP Grants, *continued*

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Communicative Disorders in Children:
Early Identification, Assessment, and
Intervention
Division of Hearing and Speech Sciences
School of Medicine
Vanderbilt University
Nashville, TN 37212
(615) 322-4099
Fax: 615-343-7705

Ann Kaiser, Director
Leadership Training in Early Childhood
Special Education
Department of Special Education
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-8186

Fred Bess, Director
Preparation of Leadership Personnel:
Audiology, Hearing Impairment, and
the High-Risk Infant
Division of Hearing and Speech Sciences
School of Medicine
Vanderbilt University
Nashville, TN 37212
(615) 322-4099
Fax: 615-343-7705

Carol Westlake
Parent Training and Information Center
Support and Training for Exceptional
Parents (STEP)
1805 Hayes Street, Suite 100
Nashville, TN 37203
(615) 639-0125
Fax: 615-327-0827

Richard G. Smith, Project Director
Supporting Kids in Inclusive Program
Settings (SKIPS)
The Association for Retarded Citizen
2416 21st Avenue South, Suite 206
Nashville, TN 37212
(615) 297-8525

Samuel Odom and Eva Horn, Co-Directors
Training of Early Intervention and
Preschool Personnel
Department of Special Education
Box 328
Peabody College
Vanderbilt University
Nashville, TN 37203
(615) 322-8277
Fax: 615-343-1570

Texas

3-5 (Section 619) Contact
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Special Education Programs
Texas Education Agency
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Austin, TX 78701
(512) 463-9414
SpecialNet: TX.SE
Fax: 512-463-4934

Infant/Toddler (Part H) Contact
Mary Elder, Administrator
Texas ECI Program
1100 West 49th Street
Austin, TX 78756-3199
(512) 502-4900
Fax: 512-502-4999

Chair, Interagency Coordinating Council
John Delgado
2915 Lake Meadow
San Antonio, TX 78222
(210) 648-4729

EEPCD Outreach Project
Francine Holland, Director
Jamie Morris, Coordinator
Liz Borreca, Lead Associate
Eliminating Boundaries Through Family-Centered, Developmentally Appropriate Practices for Preschool and Primary Children With Disabilities
Special Education Department
Region IV Education Service Center
7145 West Tidwell Road
Houston, TX 77092-2096
(713) 744-6811

DID Research Grant
Baker Christine and Virginia Niebuhr, Principal Investigators
Transition Reactions of Families Whose Children Move From Infant Intervention Programs to Preschool Intervention Programs
University of Texas Medical Branch
301 University Boulevard
Galveston, TX 77555-0136
(409) 772-2357

DPP Grants
Keith Turner, Director
Birth-to-2 Master's Field Outreach Program
Department of Special Education
College of Education, EDB 408F
University of Texas
Austin, TX 78712
(512) 471-4161

Keith Turner, Director
Early Childhood Special Education Personnel Training Program
Department of Special Education
College of Education, EDB 408F
University of Texas
Austin, TX 78712
(512) 471-4161

Janice Meyer
Parent Training and Information Center
Partners Resource Network, Inc.
1090 Longfellow Drive, Suite B
Beaumont, TX 77706-4889
(409) 898-4684
Fax: 409-898-4869

Laurie Ford, Director
Early Childhood Special Education Training with Culturally Diverse Populations
Department of Educational Psychology
Texas A&M University
College Station, TX 77843-4225
(409) 845-1831
Fax: 409-845-2209

Continued

DPP Grants, *continued*

Wayne Hresko, Director
Graduate Preparation for Personnel to Serve as Early Childhood Special Education Teachers With Emphasis on Retention/Recruitment, Full Qualification, Rural Needs, Improving Services for Minority Children, and Training Minority Personnel
Department of Education
University of North Texas
P.O. Box 13857
Denton, TX 76203
(817) 565-3583
Fax: 817-565-4055

Ron French, Project Director
Preparation of Adapted Physical Educators Through a Mentorship Program
Department of Kinesiology
Texas Woman's University
Box 23717, TWU Station
Denton, TX 76204
(817) 898-2576

Agnes Johnson
Parent Training and Information Center
Special Kids, Inc. (SKI)
6202 Belmarke
Houston, TX 77087
(713) 643-9576
Fax: 713-643-6291

Melissa Bruce, Director
Early Intervention Personnel Preparation in Communications
Program in Communication Disorders
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University of Houston
Houston, TX 77204-6611
(713) 749-2547

Veronica Valdez
Parent Training and Information Center
Texas Fiesta Educativa
2300 Commerce, Suite 205
San Antonio, TX 78207
(210) 222-2637
Fax: 210-222-2638

Utah

3-5 (Section 619) Contact

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Special Education Section
State Office of Education
250 East 500 South
Salt Lake City, UT 84111
(801) 538-7700 or -7708
SpecialNet: UT.SE
Fax: 801-538-7991

Infant/Toddler (Part H) Contact

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Early Intervention Program
Family Health Services
Utah Department of Health
44 Medical Drive, P.O. Box 144620
Salt Lake City, UT 84114-4620
(801) 584-8226
SpecialNet: UTHEALTH
Fax: 801-584-8496

Chair, Interagency Coordinating Council

Karen Hahne, ICC Chair
Kids on the Move
475 West 260 North
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(801) 221-9930
Fax: 801-221-0649

EEPCD Demonstration Project

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SKI*HI Institute
809 North 800 East
Utah State University
Logan, UT 84322-1900
(801) 752-4601
Fax: 801-755-0317

EEPCD Experimental Projects

Susan Watkins, Director
Paula Pittman, Coordinator
Tom Clark, Evaluator
Deaf Mentor Experimental Project
SKI*HI Institute
Utah State University
809 North 800 East
Logan, UT 84322-1900
(801) 752-4601
Fax: 801-755-0317

Mark Innocenti, Director
Training Paraprofessionals to Provide Activity-Based Intervention for Children With Disabilities: A Comparative Study
Center for Persons With Disabilities
UMC 6800
Utah State University
Logan, UT 84322-6800
(801) 797-2006
Fax: 801-797-2019

EEPCD Inservice Projects

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Visually Impaired Inservice in America (VIISA)
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809 North 800 East
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Fax: 801-755-0317

EEPCD Outreach Projects

Sarah Rule, Director
Melody Martin, Coordinator
Integrated Outreach for Utah
Center for Persons with Disabilities
Utah State University
UMC 6845
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(801) 797-1987 (Rule)
797-3381 (Martin)
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Fax: 801-755-0317

EEPCD Research Institute

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Mark Innocenti, Project Coordinator
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Utah State University
UMC 6580
Logan, UT 84322-6580
(801) 797-1172
Fax: 801-797-2019

Continued

DID Research Grant

Susan Crowley, Principal Investigator
Family Functioning in Families of Children with Disabilities: An Intensive Psychometric Investigation of Five Family Measures
Psychology Department
Utah State University
Logan, UT 84322-2810
(801) 797-1251

DPP Grants

Sarah Rule, Director
Development of a Video-Based Program to Teach Naturalistic Intervention Strategies to Early Childhood Special Educators and Related Service Personnel
Center for Persons with Disabilities
Utah State University, UMC 6805
Logan, UT 84322-6805
(801) 797-1987
Fax: 801-797-2044

Sarah Rule, Director
Ph.D. Emphasis in Special Education
Center for Persons with Disabilities
Utah State University, UMC 6805
Logan, UT 84322-6805
(801) 797-1987
Fax: 801-797-2044

Sarah Rule, Project Director
A Program to Prepare Doctoral-Level Special Educators With an Early Childhood Emphasis Area
Center for Persons With Disabilities
Utah State University
Logan, UT 84322-6805
(801) 797-1987
Fax: 801-797-2044

Sarah Rule, Project Director
Recruitment and Preparation of Personnel Qualified to Serve Young Children With Disabilities
Center for Persons with Disabilities
Utah State University
UMC # 6845
Logan, UT 84322-6805
(801) 797-1987
Fax: 801-797-2044

Linda Alsop, Director
Training Paraprofessionals as Interveners for Infants/Toddlers/Preschool-Age Children Who Are Deaf-Blind
SKI*HI Institute
Department of Communication Disorders
Utah State University
Logan, UT 84322
(801) 752-4601
Fax: 801-755-0317

Helen Post
Parent Training and Information Center
Utah Parent Center (UPC)
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Fax: 801-272-3479

Vermont

3-5 (Section 619) Contact

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Infant/Toddler (Part H) Contact

Beverly MacCarty
Part H Coordinator
Division of Children with Special Needs
Department of Health
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Burlington, VT 05402
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Fax: 802-863-7635

Chair, Interagency Coordinating Council

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ICC Co-Chair
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Tunbridge, VT 05077-9718
(802) 685-3035

Shari Rutz (ICC Co-Chair)
Early Childhood Coordinator
Windsor Central Supervisory Union
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Fax: 802-457-1214
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Strafford, VT 05072

EEPCD Outreach Project

Wayne Fox, Director
National TEEM Outreach: Transition Into the Elementary Education Mainstream
University Affiliated Program of Vermont
Center for Developmental Disabilities
University of Vermont
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Burlington, VT 05405-0160
(802) 656-4031
SpecialNet: UVMDD
Fax: 802-656-1357

DPP Grants

Angela Capone, Project Director
Essential Early Education Reach Out Program
Center for Developmental Disabilities
University of Vermont
499C Waterman Building
Burlington, VT 05405
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Connie Curtin
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Vermont Parent Information Center (VPIC)
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Wanda Hamilton, Early Childhood Special
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Infant/Toddler (Part H) Contact

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Department of Health
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Lynn Berry Rodina, Administrator
Department of Human Services
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Chearoll Looby-Williams
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Virginia

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Early Childhood Division
State Department of Education
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Richmond, VA 23216-2120
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Infant/Toddler (Part H) Contact

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Department of Mental Health, Mental Retardation and Substance Abuse Services
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Richmond, VA 23214
(804) 786-3710
Fax: 804-371-7959

Chair, Interagency Coordinating Council

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EEPCD Inservice Projects

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Family Child Care Integration Project
Danny Chitwood Early Learning Institute
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Alexandria, VA 22311
(703) 820-6461

Eva Thorp
Multicultural Early Childhood Team Training
Center for Human Disabilities
George Mason University
4400 University Drive
Fairfax, VA 22030
(703) 993-3670
Fax: (703) 934-7482

Corinne Garland, Director
Patti Seklemian and Fran Gallagher, Coordinators
Caring for Infants and Toddlers with Disabilities: New Roles for Physicians
Williamsburg Area Child Development Resources, Inc.
P.O. Box 299
Lightfoot, VA 23090-0299
(804) 565-0303
SpecialNet: CDR.VA
Fax: 804-564-0144

EEPCD Outreach Projects

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Williamsburg Area Child Development Resources, Inc.
6325 Centerville Road
P.O. Box 299
Lightfoot, VA 23090-0299
(804) 565-0303
Fax: 804-564-0144
Osborne:
1490 Government Road
Williamsburg, VA 23185
(804) 220-1168

Corinne Garland, Director
Adrienne Frank, Coordinator
TRANS/TEAM Outreach: An Inservice Model Replication Project
Williamsburg Area Child Development Resources, Inc.
P.O. Box 299
Lightfoot, VA 23090-0299
(804) 565-0303
SpecialNet: CDR.VA
Fax: 804-564-0144

DID Research Grant

Michael Behrmann, Principal Investigator
Features That Work for Teachers: Software Design in Early Childhood Special Education
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George Mason University
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Fairfax, VA 22030
(703) 993-3670

DPP Grants

Deidre Hayden
Parent Training and Information Center
Parent Education Advocacy Training Center (PEATC)
10340 Democracy Lane, Suite 206
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Ann McAndrew, Project Coordinator
Infant and Family Intervention Training Project
147 Ruffner Hall
University of Virginia
Charlottesville, VA 22903
(804) 924-0792
Fax: 804-924-0747

Jennifer Kilgo, Director
Promoting Full Qualifications for Early Childhood Special Educators: A Mentorship Training Model
Division of Teacher Education
Box 2020
Virginia Commonwealth University
1015 West Main Street
Richmond, VA 23284-2020
(804) 367-1305
Fax: 804-367-1323

Jennifer Kilgo, Director
Interdisciplinary Training in Early Childhood Special Education: An Individualized Approach to Coursework and Field-Based Experiences
School of Education
P.O. Box 2020
Virginia Commonwealth University
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Richmond, VA 23284-2020
(804) 367-1305
Fax: 804-367-1323

Washington

3-5 (Section 619) Contact

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Office of the Superintendent of Public Instruction
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Olympia, WA 98504
(206) 753-0317
SpecialNet: WA.SE
Fax: 206-586-0247

Infant/Toddler (Part H) Contact

Sandy Loerch, Part H Coordinator
Birth to Six Planning Project
Department of Social and Health Services
12th and Franklin Streets
P.O. Box 45201
Olympia, WA 98504-5201
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Fax: 206-664-0049

Chair, Interagency Coordinating Council

Judith Moore
Executive Director
Boyer Children's Clinic
1850 Boyer Avenue E
Seattle, WA 98112
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EEPCD Demonstration Project

Marie Thompson and Forrest C. Bennett, Co-Principal Investigators
The Communication Model Demonstration
Experimental Education Unit
University of Washington, WJ-10
Seattle, WA 98195
(206) 543-4011
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Angela Notari, Co-Director
Rollanda O'Connor, Co-Director
Supporting Literacy Development in Young Children with Disabilities: A Comprehensive Interactive Emergent Literacy Curriculum for Preschoolers
Washington Research Institute
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150 Nickerson Street
Seattle, WA 98109
(206) 285-9317
Fax: 206-285-1523

EEPCD Outreach Project

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Rodd Hedlund, Project Director
NICU Follow-Through Project
Experimental Education Unit
University of Washington, WJ-10
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Jan Valluzzi, Coordinator
Medically Fragile Inservice for Related Service Teams (M-FIRST) Outreach
CDMRC
University of Washington
CTU, WJ-10
Seattle, WA 98195
(206) 543-7403
206-543-5771
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EEPCD Research Institute

Michael Guralnick, Co-Principal Investigator
Research Institute on Preschool Mainstreaming
Child Development Mental Retardation Center
University of Washington
Mail Stop WJ10, Room CD 303
Seattle, WA 98195
(206) 543-2832
Fax: 206-543-3417
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DID Research Grant

Joseph Jenkins, Principal Investigator
A Longitudinal Follow Up of Graduates From Two Contrasting Preschool Instructional Models: Phase 2
Experimental Education Unit, WJ10
University of Washington
Seattle, WA 98195
(206) 543-4011

DPP Grants

Joe Garcia
Parent Training and Information Center
A Touchstones Program
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Seattle, WA 98118
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Fax: 206-721-2422

Marie Thompson, Director
Preparation of Infant/Toddler/Family Intervention Specialists
Experimental Education Unit
University of Washington, WJ10
Seattle, WA 98195
(206) 543-4011

Jean Deitz, Director
Preparing Personnel to Serve Infants, Toddlers, and Preschoolers: Occupational Therapy Training in Early Childhood
CC 902 F
Health Sciences Building
University of Washington
Seattle, WA 98195
(206) 685-7411
Fax: 206-685-3244

Marie Thompson, Project Director
Training Early Intervention and Preschool Personnel: Preparing Early Childhood Interventionists to Work With Special Infants/Toddlers and Their Families Including Minority Families
Experimental Education Unit, WJ10
University of Washington
Seattle, WA 98195
(206) 543-4011

Heather Hebdon
Parent Training and Information Center
PAVE-STOMP (Specialized Training of Military Parents)
12208 Pacific Highway SW
Tacoma, WA 98499
(206) 588-1741 (voice/TDD)
Fax: 206-984-7520

Continued

DPP Grants, *continued*

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Parent Training and Information Center
Washington PAVE (Parents Advocating
Vocational Education)
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Tacoma, WA 98465
(206) 565-2266 (voice/TDD)
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West Virginia

3-5 (Section 619) Contact

Carol Williams, 619 Coordinator
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Charleston, WV 25305-0330
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Infant/Toddler (Part H) Contact

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Chair, Interagency Coordinating Council

Ken Price
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DPP Grants

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Daryll Bauer, Project Director
Infants, Toddlers, and Preschool Children Training Program
Department of Special Education
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Barbara Ludlow and Wilfred Wienke, Co-Directors
Preparing Early Intervention Personnel: A Distance Learning Model
Department of Special Education
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Wisconsin

3-5 (Section 619) Contact

Brent C. Odell, Chief
Early Childhood Sensory and Language Impaired Programs
Jenny Lange, Program Supervisor
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Wisconsin Department of Public Instruction
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Chair, Interagency Coordinating Council

John Turcott, President
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EEPCD Inservice Project

George Jesien, Project Director
Peg Rosin, Project Coordinator
Pathways: Service Coordination Inservice Project
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EEPCD Outreach Project

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Cooperative Educational Service Agency #5
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DPP Grants

David J. Franks, Director
Training Teachers of Infants, Toddlers, and Preschoolers at High Risk or Disabled in a Family-Centered Interdisciplinary Model for Employment in Rural Areas
Department of Special Education
University of Wisconsin
Eau Claire, WI 54720
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George Jeisen, Director
Family-Centered, Interdisciplinary Training Project for Early Intervention
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Parent Training and Information Centers
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Wyoming

3-5 (Section 619) Contact

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Infant/Toddler (Part H) Contact

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Chair, Interagency Coordinating Council

Carrie Westling
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Delivering Special Education Services in Urban Culturally Diverse Child Care Centers to Preschool Age Children With Disabilities Prenatally Exposed to Drugs/Alcohol

Demonstration Project
Grant No. H024B10028 (1991–94[95–96])
Fiscal Agency: Los Angeles Unified School District

Shizuko Akasaki, Director
Preschool Programs
Division of Special Education
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Purpose: To develop a model for serving children in publicly funded child care settings who display developmental delays in language and/or cognitive development.

Target: Preschool-age children who exhibit social/emotional and behavioral difficulties as well as delays in language and/or cognitive development. The majority of these children have been prenatally exposed to alcohol and/or other drugs, are identified as abused or neglected, or were born to teenage mothers. Most are members of racial, ethnic, or linguistic minority groups.

Approach: The project will employ a milieu teaching process in which services to target children will be integrated into their child care program. Children also will receive individual services if deemed necessary. The intervention model will combine knowledge from child intervention, family systems, and cultural diversity research. The focus will be on examining child coping behavior as an outgrowth of biological and environmental factors. Children's behavior will be viewed first as communication. Strategies to change behavior will involve nonaversive consequences, as well as modifying the environment and adult behavior. Families will be involved in parent-to-parent support activities, in addition to receiving desired assistance with child behavior outside the child care setting.

Outcomes: Children will learn ways of coping with stress that will enable them to function within mainstream educational and social environments. Training materials, including written, audio, and video products, will be developed and disseminated for model replication.

Project Unidos para el Bienestar de los Ninos Y su Familia (United for the Well-Being of Children and Their Families)

Demonstration Project
Grant No. H024B30027 (1993–96[97–98])
Fiscal Agency: California State University, Northridge

Michele Haney, Director
Office of Research & Sponsored Projects
California State University, Northridge
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Purpose: To develop, implement, evaluate, document, and disseminate information about a culturally responsive, community-based model program of early identification, service coordination, and intervention for young children and their families; and to develop and disseminate products and materials to enable duplication of the model with other culturally and linguistically diverse populations.

Target: Infants and toddlers with and at-risk for disabilities and their families within the largely underserved, low-income, Hispanic community of the northeast San Fernando Valley area of greater Los Angeles.

Approach: The project will provide screening for and early identification of developmental problems at sites frequented by families in the target communities. Immediate and long-term follow-up will be provided for infants and toddlers identified as being at risk for or having disabilities. The project will support referral and ongoing service coordination for identified families and increase and enhance existing community resources for early intervention with an emphasis on inclusive and culturally responsive intervention resources. Materials will be developed and disseminated that reflect strategies for culturally responsive screening and assessment procedures, service coordination, and early intervention.

Outcomes: Approximately 60 infants and toddlers will be screened during each year of the project, and approximately 80 families will receive service coordination, direct services, and/or follow-up during the project. Community service programs will be identified and will receive inservice training and ongoing consultation to support their delivery of inclusive services to the identified children and families. Four mothers from the community will receive training and support for providing a community-based and culturally responsive support group for target families.

The Family Project

Demonstration Project
Grant No. H024B20089 (1992–95[96–97])
Fiscal Agency: University of Colorado

Susan Moore and Christina Yoshinaga-Itano,
Co-Directors
Department of Communication Disorders and
Speech Science
University of Colorado
Campus Box 409
Boulder, CO 80309-0409
(303) 492-5284
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Purpose: To develop, implement, evaluate, and disseminate an innovative and improved service delivery model that addresses the issue of early and appropriate assessment of young children.

Target: Young children, from birth to 3 years of age, with disabilities and their families, who are from cultural, linguistic, and racial minority groups residing in areas of Colorado with large numbers of people from Native American and Latino cultures. Referrals to the project will include families from these and other underrepresented and underserved populations within and outside of Colorado. Efforts will be made to include infants who have been prenatally exposed to alcohol and other drugs.

Approach: The model will develop an assessment paradigm valuing parent/caregiver reports and relying on analysis of videotaped interaction with any communicative partner including teachers, siblings, and parents within a naturalistic setting. The resulting profile leads to intervention focusing on learning style and process within naturalistic contexts. Multiple functional outcomes will be assessed for participants.

Outcomes: Dissemination through workshops, presentations, a demonstration video, publications, and individual consultation will be accomplished during the 3-year period in preparation for outreach activities in years 4 and 5. By providing information and training related to preferred functional assessment practices to parents, early childhood service providers, and teachers, the development and educational outcomes of children with disabilities can be significantly enhanced.

Early Childhood Collaborative Service Delivery Model

Demonstration Project
Grant No. H024B30001 (1993–96[97–98])
Fiscal Agency: University of Connecticut Health Center, School of Medicine, Pediatrics

Mary Beth Bruder, Director
Division of Child & Family Studies
UCONN Health Center
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Fax: 203-679-1368

Purpose: To develop, implement, and evaluate a model of collaborative early childhood services within an urban school district that is effective for families, children, staff, and administrators.

Target: Early childhood staff, related services staff, families, and policy makers involved with young children who have or are at risk for developing disabilities, particularly children who were prenatally exposed to alcohol or other drugs and young children from cultural, linguistic, and racial minority populations in Hartford, Connecticut, especially among the city's large Puerto Rican community.

Approach: This project encompasses three model components. The first component, family collaborations, focuses on adopting policies and practices that will increase the availability of family support services in the school district. The second component, service delivery collaborations, facilitates the adoption of service delivery practices, including transdisciplinary process, inclusive placements, social competency curriculum, and individual health care plans. Lastly, interagency collaborations are emphasized to assist in policy development in local and statewide planning. During the first project year, the model development process will be initiated with one school within the district. During the second and third years of the project, the model will be replicated in all Hartford schools which have early childhood or special education classrooms. During years 4 and 5, the model will be available for replication throughout Connecticut and in other states.

Outcomes: During its first 3 years, the project will impact all 700 children enrolled in the early childhood special education programs in Hartford Public Schools. The project will also benefit the 840 children enrolled in the school district's early childhood readiness program, the 1,000 children in Head Start, and the 600 children enrolled in citywide day care. Administrators, teachers, therapists, aides, and families of these children will also benefit.

Project CARE (Coordinate and Access Resources for Early Intervention)

Demonstration Project
Grant No. H024B10004 (1991–94[95–96])
Fiscal Agency: Georgetown University Child Development Center

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Nancy Striffler, Principal Principal Investigator
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Purpose: To demonstrate that infants, toddlers, and preschoolers with disabilities, and their families, receive a more comprehensive array of needed services as a result of improved access to and support from a coordinated system of early intervention funding streams.

Target: Young children with special needs and their families, and state and community service delivery systems.

Approach: The project will develop an interactive process model for planning and implementing a financing system for early intervention and preschool services. The project will research existing information on financing community-based systems of care for young children, and will examine the impact of improved financing systems upon service delivery. Project staff will work at the state and community levels to ensure that a mix of funding sources are accessed for a comprehensive service delivery system. Such policies will be sufficiently flexible to meet changing needs and priorities. The project will conduct on-site workshops and follow-up visits to train staff in the model and to review progress.

Outcomes: The model will help states and communities develop a mix of funding sources needed for full implementation of a comprehensive service delivery system. Outcomes include a) an increased number of children enrolled in Medicaid; b) an increased number of children participating in Early Periodic Screening, Diagnosis, and Treatment; c) an increased number of services reimbursed by Medicaid; and d) an increased number of funding sources used by families who do not qualify for Medicaid.

Individualized Support for Young Children With Severe Problems in Communication and Behavior

Model Demonstration Project
Grant No. H024B30022 (1993–96[97–98])
Fiscal Agency: University of South Florida

Lise Fox, Project Director
Florida Mental Health Institute
University of South Florida
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Purpose: To initiate, demonstrate, evaluate, and replicate a model of individualized support for young children with severe disabilities of communication and behavioral adaptation that demonstrates the value of communication-based skill development and family support.

Target: Children less than 4 years of age who have developmental delays, with particular problems in behavior and communication, and their families in the Tampa Bay area.

Approach: The model seeks to optimize the child's development in the areas of functional communication and social interactions, and will attempt to provide educational and positive interventions in order to prevent the future occurrence or reoccurrence of serious problem behaviors such as aggression, self-injury, and other disruptive responses that are deemed incompatible with integrated educational and community participation. The program will conduct comprehensive assessments, provide information and training on an individual basis, and implement a home- and community-based curriculum of functional communication, social facilitation, cognitive stimulation, and skill development. Support will be provided to facilitate placement and adjustment in integrated preschool and day care environments. Comprehensive evaluations will be conducted to demonstrate program efficacy.

Outcomes: Participating children will demonstrate improvements in functional communication skills, skill enhancement in other developmental domains, and reduced problem behaviors. Families will gain: increased knowledge about their child's disability and appropriate interventions; better understanding of service systems and effective advocacy efforts; and expanded support in dealing with their child's disability. Participating service systems will gain: increased awareness of the needs of these children; increased knowledge of teaching strategies to enhance skills and reduce behavioral problems; and an increase in integrated programs.

A Model for Early Treatment of Toddlers With Autism

Demonstration Project
Grant No. H024B20069 (1992–95[96–97])
Fiscal Agency: Emory Autism Resource Center

Gail McGee, Director
Emory Autism Resource Center
718 Gatewood Road
Atlanta, GA 30322
(404) 727-8350
Fax: 404-727-3969

Purpose: To develop, implement, evaluate, and disseminate a systematic, inclusive approach to intervention for toddlers with autism.

Target: Toddler-age children with or at risk for autism and their families, and typically developing toddlers as peer models.

Approach: The project will develop an incidental teaching curriculum that addresses the developmental goals of socially integrated groups of toddlers with autism and children without disabilities. The project will design, implement, and evaluate a replicable model for early intervention for children with autism, based on a comprehensive home- and center-based approach to education and treatment. Project information, materials, skills, and personnel will be available to improve current and newly developing service delivery systems in the state of Georgia and nationally.

Outcomes: By the end of the first project year, the program will be fully operational at the primary site, and incoming program evaluation data will direct the process of revision for replication. A program manual will be prepared to accompany the curriculum manual. Dissemination will take place through visitation, parent information seminars, media releases, community conferences, presentations, and publications.

Connection Hints: A Model for Implementing 99-457 in a Large Inner City

Demonstration Project
Grant No. H024B10082 (1991–94[95–96])
Fiscal Agency: University of Illinois at Chicago

Abigail Baxter & Wynetta Frazier, Co-Principal Investigators
Institute for Study of Developmental Disabilities
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Chicago, IL 60608
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Fax: 312-413-1993

Purpose: To ensure participation of chronically disadvantaged families in early intervention.

Target: Families of infants with or at high risk for developmental disabilities due to combined biological and environmental factors, who live in the inner city of Chicago.

Approach: The model will translate previous efforts to enable and empower families so that these constructs are applicable to families who are disenfranchised from public and private resources. Two problems are addressed: 1) the sense of helplessness that debilitates families in their use of health, educational, housing, and social welfare resources; and 2) the infrastructure of health, educational, and social service agencies which efficiently provide too few resources to individuals in need due to heavy case loads, inflexible policies and regulations, lack of agency employee empowerment, and the anticipation of failure. The model will personalize the relationship to early intervention through three service delivery processes: active case collaboration with families and agencies; responsive effort by early intervention professionals based on a continuum of increasingly self-initiated action by families; and systematic reinforcement of professionals in a variety of agencies for provision of resources that empower families. These processes will occur in the context of weekly home visits or 4 days per week at a center-based program. A nondirective "hinting" process will be used to help families generate solutions to problems they have identified and to assist agencies in meeting families' needs.

Outcomes: Parents will become increasingly responsible for identifying and meeting family needs and reduce their need for professional assistance. Parental adaptations, participation in early intervention, network involvement, and developmental status of the child will be evaluated.

Expressive Arts Project

Demonstration Project
Grant No. H024B20010 (1992–95[96–97])
Fiscal Agency: Western Illinois University

Patricia Hutinger, Director
27 Horrabin Hall
Western Illinois University
Macomb, IL 61455
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SpecialNet: WILU
Fax: 309-298-2305

Purpose: To develop and demonstrate a developmentally appropriate, activity-based expressive arts curriculum model for young children with disabilities.

Target: Children, less than 6 years of age, with mild to severe disabilities, including children from ethnic or cultural minorities and children who have been prenatally exposed to alcohol or other drugs.

Approach: Activities during the first project year will emphasize development of activities in the visual arts, with music and dramatics following in the second year, and complete demonstration and fine-tuning in the third year. The model will be field tested during the fourth and fifth project years. The activity-based curriculum model will be designed to fit into existing early intervention programs in public schools and agencies. An observational learning paradigm will be employed to introduce children with moderate to severe disabilities to activities when appropriate. Formative evaluation will focus on child outcomes, family outcomes, and staff outcomes. Assistive technology adaptations will be developed and employed. The use of these adaptations will be incorporated into the curriculum and manuals for early childhood staff and families, including media such as videotapes, videodiscs, and computer software.

Outcomes: The project will result in a well-documented, replicable model for use in providing services for young children with disabilities nationwide. Information on the project will be disseminated through news releases; television and radio; journal publications; electronic bulletin boards; and local, regional, and national conference presentations.

SPARK! Creative Arts to Achieve IEP Goals and Promote Growth in Critical Areas of Development for Children Who Are African-American and Disabled

Demonstration Project
Grant No. H024B20082 (1992–95[96–97])
Fiscal Agency: University of Illinois

Susan Fowler, Project Director
Colonel Wolfe School
University of Illinois
403 East Healey
Champaign, IL 61820
(217) 333-4890
Fax: 217-333-4293

Purpose: To develop, implement, evaluate, and disseminate a creative arts curriculum that promotes growth in critical areas of development for young children with disabilities from diverse cultures, with a focus on young black children.

Target: Young children, 3 through 5 years of age, with disabilities, and their families.

Approach: A culturally sensitive creative arts curriculum will be developed to provide developmentally appropriate activities in music and movement, art, and drama and literature to enhance the development of self-esteem and cognitive, social, and motor skills. Appropriate teaching strategies for promoting learning through the creative arts will be used. Special adaptations to meet culturally relevant characteristics of black children will be included. Inservice training will be provided to enable teaching staff to implement the curriculum and become knowledgeable about the cultural attributes of black children. An effort also will be made to involve families in the educational process.

Outcomes: The project will develop manuals on the needs of the target population and tested techniques for use in their education. Dissemination will focus on sharing methodological information in the first year, gaining commitments from future field testing sites in years 2 and 3, and on sharing findings and gathering support from professionals throughout the project. Dissemination will take place through presentations at professional meetings, articles submitted to professional journals, personal meetings with program directors and coordinators, and publications in state and regional newsletters.

Model Demonstration Program of Transdisciplinary and Transagency Family-Centered Early Intervention Services for HIV-Infected Children, Ages Birth to 3, and Their Families

Demonstration Project
Grant No. H024B30051 (1993–96[97–98])
Fiscal Agency: Foundation for Children with AIDS

Geneva Woodruff, Director
Foundation for Children with AIDS
1800 Columbus Avenue
Roxbury, MA 02119
(617) 442-7442
Fax: 617-442-1705

Purpose: To implement an intensive family-centered home and classroom program for HIV-infected children and their families.

Target: Young children, from birth to 3 years of age, who are HIV infected and their families, the majority of whom are from cultural, racial, and linguistic minorities, live in poverty, and have limited access to resources, and many of whom were prenatally exposed to drugs.

Approach: The following core services will be provided using the transdisciplinary and transagency models: identification of family service needs and priorities; assessment of children's developmental strengths and needs; development of a comprehensive IFSP; home-based developmental intervention, family support, and counseling; center-based parent-child groups, therapeutic intervention, and respite care; medical, nutrition, and health monitoring; parent education and support; referral and linkage to necessary community services; coordination of community services; advocacy; sibling support and referral; and family-centered volunteer services.

Outcomes: The program will serve 32 children and their families and demonstrate a systematic approach for improving collaboration in the service community by improving the transagency system of community service coordination. Project products will include a step-by-step process for building a communitywide service coordination team. Evaluative data about the program and about the developmental effects of HIV and responses to therapeutic intervention will be documented and disseminated.

STAR Preschool: A Family-Centered Home and Classroom Program for HIV-Infected 3- to 5-Year-Olds and Their Families

Demonstration Project
Grant No. H024B20044 (1992–95[96–97])
Fiscal Agency: Foundation for Children With AIDS

Geneva Woodruff, Director
Foundation for Children With AIDS
South Shore Mental Health Center
1800 Columbus Avenue
Roxbury, MA 02119
(617) 442-7442
Fax: 617-442-1705

Purpose: To implement an intensive family-centered home and classroom program for young children who are HIV infected and their families.

Target: Young children, ages 3 to 5, who are HIV infected and their families, the majority of whom are from cultural, racial, and linguistic minorities, live in poverty, and have limited access to resources, and many of whom were prenatally exposed to drugs.

Approach: Previously validated transdisciplinary and transagency models of service delivery, that have been improved and refined, will be used. The improvement of the transagency model, which will be tested, is a process through which the community team creates and implements a unified service plan. Services that will be provided to participating children and families include identification of family service concerns, priorities, and resources; assessment of children's developmental strengths and needs; development of a comprehensive Individualized Family Service Plan; home-based intervention and counseling; center-based therapeutic intervention and respite care; medical monitoring; parent education and support; referral and linkage to necessary services in the community; coordination of community services; advocacy; and sibling support and referral.

Outcomes: This project should make a significant contribution to how community services for children with HIV infection are planned, delivered, and funded, and how children with HIV infection are transitioned into mainstream settings. A model will result for delivering and coordinating services to this population that can be replicated in any community. Evaluative data on the effects of such a program on delivering transagency services will be available, and the developmental effects of HIV infection and responses to therapeutic intervention will be extensively documented and data disseminated.

A Mechanism to Utilize Integrated Early Intervention Teams for Infants and Toddlers With Multiple Disabilities

Demonstration Project
Grant No. H024B20011 (1992–95[96–97])
Fiscal Agency: University of Southern Mississippi

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University of Southern Mississippi
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Fax: 601-266-5114

Purpose: To validate a mechanism that includes strategies to more effectively provide services for infants and toddlers in rural areas of Mississippi where intervention services are currently unavailable.

Target: Children, from birth to 3 years of age, with or at risk of developing multiple disabilities, including children of black and Choctaw Indian cultures.

Approach: An expert integrated intervention team initially will assist in developing and implementing the Individualized Family Service Plan (IFSP). An early interventionist, who is trained to incorporate motor, communication, social-affective, daily life, and adaptive skills into families' caregiving routines, will be placed in the target district. Additional sites, such as local school districts and day care centers, will receive training and support in the second and third years to validate the mechanism and training procedures.

Outcomes: The impact of the project will include: a) the utility of expert team models across the state; b) provision of direct services to participant children and families; and c) intensive training of local service providers to more effectively provide integrated services to children with multiple disabilities in natural settings. Replication to additional areas with large minority communities and military bases should prove advantageous.

Transitioning Young, Culturally Diverse Children With Disabilities into the General Education Setting

Demonstration Project
Grant No. H024B30060 (1993–96[97–98])
Fiscal Agency: Ann G. Haggart Associates, Inc.

Ann G. Haggart, Director
Ann G. Haggart Associates
P.O. Box 130
219 Drakeside Road
Hampton, NH 03842
(603) 926-1316
Fax: 603-926-1316 (phone first)

Purpose: To develop, implement, evaluate, and disseminate new approaches to serving young children with disabilities and their families from diverse cultures within the context of typical settings.

Target: Local school district personnel — including educators and support staff from regular education, special education, bilingual education, and Chapter One programs — and the families of young children with disabilities who are moving from preschool into kindergarten settings.

Approach: The project will demonstrate effective strategies for developing strong parent/school partnerships through the development of interagency teams composed of parents, community leaders, and school personnel. Parents will receive training to increase their understanding of the culture and expectations of public school, and will participate in developing staff training sessions that describe the families' cultures and the role of schools and education in them. Inservice training materials will be developed that enhance the formation of strong parent/school partnerships and prepare teachers to successfully include young culturally diverse children with disabilities in general education. Training will be provided in transition, inclusion, and cultural competence. Follow-up activities and technical assistance will be available to parents, administrators, and teachers. A best practices guidebook and other training materials will be disseminated.

Outcomes: The project will serve 100 young children with disabilities, and their parents will be given training oppor- tunities. The project will train 115 special education pre-school program staff and general education kindergarten and grade 1 teachers. By the end of year 3, the project will have documented the steps necessary for developing a replicable model for inclusive practices, and an inservice training model will have been disseminated. By the end of years 4 and 5, the project will have documented the replication of project activities at additional sites.

Project NEW-TeamS (Neurobehavioral, Ecological, Wholistic Team System)

Demonstration Project
Grant No. H024B10099 (1991–94[95–96])
Fiscal Agency: New Mexico University Affiliated Program

Patti Oetter & Carol Westby, Directors
Training and Technical Assistance Unit
University Affiliated Program
University of New Mexico School of Medicine
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Fax: 505-272-5280

Purpose: To develop, evaluate, and replicate a process-oriented observational instrument that describes and interprets behaviors of infants and toddlers with disabilities; and to develop competency-based training materials necessary to support use of the instrument by a transdisciplinary team.

Target: Infants and toddlers with or at risk for disabilities and their families from varied cultural and socioeconomic backgrounds; and multidisciplinary professionals involved in early intervention (e.g., physicans, physical therapists).

Approach: The project will develop an observational process and instrument for use in assessment of and programming for infants and toddlers with special needs. The approach will identify treatment objectives, specify strategies for learning, describe underlying capabilities, address impressions from knowledgeable adults, identify variables affecting interactions (people, objects, etc.), and support a match between the child's capabilties and learning tasks. A common set of competencies needed by early interventionists will be identified and evaluation methods for each competency developed. Attainment of these competencies will provide trainees with the basis for additional training in transdisciplinary teaming. The project will produce training modules, videotapes, and manuals to support use of the model.

Outcomes: Expected outcomes include increased competence of professionals from various disciplines through specific training in competencies common to all disciplines and essential to transdisciplinary teamwork.

Infant Care Project: A Mother-Child Intervention Model Directed at Cocaine Use During Pregnancy

Demonstration Project
Grant No. H024B10046 (1991–94[95–96])
Fiscal Agency: Duke University Medical Center

Karen O'Donnell, Director
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Duke University Medical Center
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Durham, NC 27710
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Fax: 919-684-8559

Purpose: To provide comprehensive and continuous support and developmental services to women using cocaine during pregnancy, and their infants.

Target: Pregnant women who acknowledge using cocaine during their pregnancy; mothers of newborns with acknowledged history of or positive toxicology screen for cocaine; and community health, educational, and developmental service providers.

Approach: The aim is to provide secondary and tertiary prevention of developmental disabilities in prenatally drug-exposed infants. The project offers direct service delivery, and training and coordination with community services. The direct service component is designed to integrate the needs of substance-abusing women and their infants prenatally, neonatally, and in postnatal care. The model is coordinated with routine health care for mother and infant and is applicable in urban or rural (within a 50-mile radius of Durham) settings. The project addresses substance abuse, fetal and child development, parent-child relationship, and family support. Substance abuse counseling is available and ongoing, but the mother does not have to be in drug rehabilitation to participate in the project. The second component of the model involves systematic inservice training to community agencies that care for drug-using women, their affected children, and their families. The project will develop training and replication materials.

Outcomes: The project is expected to result in improvements in parent-child attachment, infant developmental and behavioral outcomes, knowledge and use of drug treatment options, social support systems, and access to community services.

Multiple Risk Associated With Prenatal HIV -- Project RISK

Demonstration Project
Grant No. H024B30012 (1993–96[97–98])
Fiscal Agency: Duke University Medical Center

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Purpose: To demonstrate a model for the transition of developmental care and family coordination and services from tertiary AIDS centers to community-based services.

Target: Infants, less than 3 months of age, who are at significant developmental risk from prenatal exposure to HIV and, possibly, to teratogenic drugs, as well from possible environmental factors including poverty, parental substance abuse, poor supports from extended family and community, and sick or deceased family members; and professionals providing services to these infants and their families in community settings.

Approach: Project RISK consists of three components: direct service, community linkage, and community provider education. First, an interdisciplinary assessment package will be developed that can be individualized and used to assess infants and families in terms of their service needs, including child developmental intervention, social services, and parent substance abuse care. The project will develop a linkage system for the communities of the infants and families being served, aimed at establishing and continuing communication regarding child and family needs, and community referral sources. The project will assess the communities' needs for education and consultation necessary to accept responsibility for care and service coordination of children with or at risk for HIV infection and their families. A community education curriculum will be developed and disseminated. The model will be replicated during project years 4 and 5.

Outcomes: Sixty children and their families will receive direct services through the project, and will benefit from the overall project goal of integrated community care within one year after initial referral to the project team. Local community agency personnel will benefit from training through the project. The project's community education curriculum, teaching methods, and materials will be available to these agencies to in turn train other health and developmental providers.

Developmentally Appropriate Practices for Preschool Children With Disabilities

Demonstration Project
Grant No. H024B30048 (1993–96[97–98])
Fiscal Agency: Children's Hospital Medical Center of Akron

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Purpose: To develop, validate, and implement two program components necessary to ensure the effective integration of children with disabilities into developmentally oriented preschool programs.

Target: Children, ages 3 through 5, with disabilities and their families, living in an urban area, most of whom are from low socioeconomic status and minority families; and early childhood program supervisors, teachers, and aides.

Approach: The project will develop procedures for adapting developmentally appropriate preschool curriculum models to the educational and developmental needs of children with and at risk for disabling conditions. This adaptation will focus on five components: a) developmentally appropriate instructional activities for children with disabilities; b) guidelines for adapting classroom procedures and routines; c) procedures for evaluating children's active participation; d) instructional strategies for promoting active engagement and participation; and, e) procedures for developing developmentally appropriate Individualized Education Programs (IEPs). The project also will develop a family service model that can be implemented in Head Start and other community-based preschool programs, which will include procedures and guidelines for providing five categories of services to families: a) systems engagement activities; b) child information; c) family instrumental activities; d) personal and family assistance; and e) resource assistance. Following their development, both components will be demonstrated and validated. Training and technical assistance will be provided to Head Start and other community-based preschool agencies. Data on model effectiveness will be collected and evaluated.

Outcomes: More than 200 children will be served through the project and approximately 30 preschool staff members will receive training. The curriculum will be disseminated to Head Start programs.

Family-Centered Model of Coordinated Services for Young Children With Chronic Illness and Disabilities: Personalized Pediatric Coordination Services (PPCS)

Demonstration Project
Grant No. H024B10079 (1991–94[95–96])
Fiscal Agency: Hattie Larlham Foundation

Margo Gibson, Director
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Purpose: To validate and replicate an experimental family-centered model of coordinated services for families and their young children who have chronic health care needs.

Target: Children, birth to age 8, with complex health care needs that require nursing care or medical technology throughout the day; and their families.

Approach: The model will provide family-centered, cost-effective, coordinated services for children who are medically fragile or technology dependent and their families through a) developmental and health intervention in community early intervention, day care, and preschool programs; b) parent education and support; c) service coordination, including resource and referral services and assistance with transitions; d) respite services and training; and e) professional training opportunities. The PPCS service model includes the following components: referral and intake; the Individualized Family Service Plan (IFSP); services for infants and young children and families; case management (service coordination), including coordination of transitions; and training of service providers (e.g., early intervention, day care, respite care). All services for children and families will be implemented through a family-centered approach that promotes parents' participation as members of the care team and facilitates their decision-making role. Children will receive appropriate services in their homes and community environments selected by their families.

Outcomes: Anticipated outcomes include less stress for families, more effective use of community resources by families, and medical and developmental adjustment and gains for children. The project will develop training materials to support model replication.

STAR-CARE I

Demonstration Project
Grant No. H024B10014 (1991–94[95–96])
Fiscal Agency: Children's Hospital Medical Center of Akron

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Purpose: To develop a model of preventative early intervention services for young children exposed prenatally to drugs; and to provide support, information, and training for the foster parents who are caring for these children, and for their birth parents (as appropriate).

Target: Infants and toddlers, birth through age 3, who have been exposed prenatally to drugs and who have been placed in a foster home.

Approach: The model has five components: coordinated referral system, initial home visits, preventative early intervention services for children, training and support for foster care families, and ongoing training for early intervention and agency staff. During home visits, project staff will determine family needs, concerns, and priorities and collect baseline data. Parents will establish desired outcomes for themselves and their children. Children will be incorporated into an existing system of early intervention services. A preventative model of services that promotes child development will be used with children not at risk for significant developmental delays. Foster care families will receive information and training on characteristics of drug-exposed children, management of child behavior, parental stress, and promoting development of language and social skills. The project will offer inservice training and staff education program on drug effects, intervention strategies, infant-parent interaction, and high-risk dyads.

Outcomes: The project is expected to decrease the frequency of moving children from one foster home to another due to children's behavioral problems, and to promote child development.

STAR-CARE Preschool

Demonstration Project
Grant No. H024B20007 (1992–95[96–97])
Fiscal Agency: Children's Hospital Medical Center of Akron

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Purpose: To develop, implement, evaluate, and disseminate a model of integrated preschool services that is suitable for adaptation and use in other areas of Ohio and the nation.

Target: Children, ages 3 through 5, who were prenatally exposed to drugs and who have developmental delays, and their foster and birth families; and professionals providing services to these children and their families.

Approach: The project will provide a comprehensive integrated preschool program for the child prenatally exposed to drugs with developmental delays; a support program for their foster parents, and for their birth parents as deemed appropriate in the unification plan; and, inservice training and staff education programs for child protective workers on drug effects, intervention strategies, parent-child interaction, and high-risk dyads.

Outcomes: Dissemination efforts will focus on providing information about: a) project design and validation methods; b) strategies for successful implementation of an integrated preschool program for children prenatally exposed to drugs; c) implementation of a support and educational program for foster and birth families; d) implementation of inservice and staff education programs; and e) ongoing project activities.

Nondirected Model Demonstration Program: Activity-Based Intervention

Demonstration Project
Grant No. H024B10062 (1991–94[95–96])
Fiscal Agency: Center on Human Development, University of Oregon

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Purpose: To examine the feasibility and effectiveness of an activity-based intervention approach with infants and young children who have disabilities or are at risk.

Target: Children, birth to age 3, with or at risk for disabilities; and their families.

Approach: Activity-based intervention is a child-directed, transactional approach that embeds training on children's goals and objectives in routine, planned, or child-directed activities and uses logically occurring antecedents and consequences to develop functional and generalizable skills. Routine activities, such as meals or dressing, are predictable events. Planned activities are those that ordinarily do not happen without adult intervention. Child-directed activities are those initiated by the child. The project will employ the intervention model in three different settings which serve different populations of children and families: a community-based educational program serving infants of teenage parents; an integrated center-based program for toddlers and their families; and a mainstream child care setting for toddlers and their families. A major focus is on interagency collaboration. Parental/caregiver involvement and home programming will be coordinated with center-based activities. Evaluation will be conducted at three levels: daily/weekly monitoring of child progress, quarterly monitoring of child and family progress, and annual overall program impact on child and family.

Outcomes: The project will provide data on the effectiveness of activity-based intervention, the feasibility of using the approach across settings and interventionists, and the level of training required for successful implementation.

Todos Los Ninos

Demonstration Project
Grant No. H024B30067 (1993–96[97–98])
Fiscal Agency: Temple University of the Commonwealth System of Higher Education

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Purpose: To demonstrate and validate a community-based, family-centered supportive early intervention service model for Latino infants and toddlers and families.

Target: Children, birth to 3 years of age, of Puerto Rican descent, residing in northern Philadelphia, who have demonstrated or are at severe risk for developmental delay, and their families.

Approach: Model development will occur in three phases: a) demonstration of the model; b) modification of the model based on evaluation and other data; and c) validation, dissemination, and, assuming the model is proven effective, fourth and fifth year field testing. The model: is based upon and includes features found to be instrumental in altering the lives or outcomes of children who are born into and live in circumstances of extreme poverty; incorporates a sensitivity to the Latino culture and the values and child-rearing practices of potential project families; and, aims to prevent and ameliorate developmental delay and disability by supporting and educating families, providing timely and easy access to health, social, and developmental services, and coordinating comprehensive and community-based services in ways that maximize families' abilities to care for and promote the development of their children. The model includes five service components: a) coordinated referral; b) initial home visit; c) services to infants and toddlers; d) education, advocacy, and support groups for parents and caretakers; and e) ongoing training of project staff and community early intervention personnel. The project is a collaborative effort of Temple University and the Congreso de Latinos Unidos.

Outcomes: A total of 60 to 80 Puerto Rican families and their infants and toddlers will receive services during the first 3 project years. Participating staff will gain increased knowledge, competencies, and skills. A training manual will be developed, validated, and disseminated to interested individuals.

Project BLEND (Beginning Learning Experiences in Developmental Integrated Groups and Home)

Demonstration Project
Grant No. H024B10108 (1991–94[95–96])
Fiscal Agency: Peabody College, Vanderbilt University

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Purpose: To develop an ecological model for early intervention that will lead to children's successful and independent participation in normalized, nonsegregated community settings and in the home, and foster transition to the next educational/child care environment.

Target: Children with disabilities, ages 18 to 36 months, with or at risk for developmental delay, and their families. Priority will be given to children with the following characteristics: prenatal exposure to drugs or alcohol, prematurity, chronic illness, teenage mother, low socioeconomic status, parental retardation or other disability, and ethnic/cultural diversity.

Approach: The project has four components: Service Coordination for Families, to develop child and family goals and facilitate access to child care and related services; Integration Consultation, to design and implement an individualized, activity-based early intervention program for young children with disabilities, in collaboration with child care workers; Family-Center Bridging, to assist families in developing an activity-based program for the home that fosters their child's acquisition of developmentally important skills and coordinates the intervention activities occurring in the child care center with naturally occurring experiences in the home; and Transition Services, to support the child and family in making the transition to future settings.

Outcomes: It is anticipated that project children will acquire skills more rapidly and maintain skills to a greater extent than children not enrolled in the program, and that family members will gain skills necessary for them to serve as advocates and service coordinators for their children.

Project AHEAD (At HomE & At Daycare)

Demonstration Project
Grant No. H024B10066 (1991–94[95–96])
Fiscal Agency: SKI*HI Institute, Utah State University

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Purpose: To develop and implement state-of-the art best practices which deliver transdisciplinary services to infants, toddlers, and preschoolers with disabilities, and their caregivers.

Target: Families of noncategorical children with disabilities, birth through age 3; and caregivers in day care, clinic or hospital, and/or preschool center-based programs.

Approach: The project will use an early home-based delivery model with the following design: 1) development and implementation of procedures for working with local early intervention and early childhood education agencies to provide family-centered home-based services; 2) implementation of a family-centered needs assessment and Individualized Family Service Plan (IFSP); 3) development of a noncategorical resource manual that includes a description of family-centered home/day care services, information for parent advisors for working with families, materials for promoting child-family interaction, materials for integrating developmental activities into programming, and resources for providing training, support, and coordination of day care services; 4) recruitment, selection, and training of parent advisors in delivery of services; 5) implementation of regular home-based, day care services to families of children with disabilities in noncategorical programs; 6) development and implementation of transdisciplinary supportive service components; and 7) development and implementation of a transition program from the home to center-based programming.

Outcomes: The project will result in a replicable model that can be implemented on a local, regional, or statewide basis to provide home-based and day care services to families and caregivers of children with special needs.

The Communication Model Demonstration

Demonstration Project
Grant No. H024B10086 (1991–1994)
Fiscal Agency: Experimental Education Unit, University of Washington

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Purpose: To develop a model that will help young children with or at risk for disabilities improve their communication skills and remediate language deficits.

Target: Children, birth to age 3, who are at risk due to prenatal exposure to drugs or alcohol, or who have been identified as having Down syndrome or developmental delays in communication, language, and speech; and their families.

Approach: The model will address all aspects of receptive language skills first, and then early pragmatics, including the "give-for-help" technique, which will lead to the development of expressive language. Focus will be placed on turntaking; recognition of and appropriate response to early communication intentions; building concepts and receptive vocabulary through experiential programming; improving "listening" skills by teaching children how to focus and discriminate sounds; and the use of "vocal play" to teach speech production, first at the phonetic level, then at the linguistic level. Information will be presented to children via total communication (simultaneous use of sign and voice). Information and models will be provided to parents/caregivers so that they have an understanding of the process and can use appropriate procedures with their children. The model includes both home- and center-based features. Parents participate as members of the interdisciplinary team and assist in identifying objectives and monitoring their child's progress.

Outcomes: The model will result in a replicable communication "package" that will help children improve communication skills.

Supporting Literacy Development in Young Children With Disabilities: A Comprehensive Interactive Emergent Literacy Curriculum for Preschoolers

Demonstration Project
Grant No. H024B20031 (1992–95[96–97])
Fiscal Agency: Washington Research Institute

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Purpose: To develop, implement, evaluate, and disseminate a comprehensive interactive emergent literary curriculum to optimize the success of young children with disabilities in and beyond preschool.

Target: Children, ages 3 to 5, with multiple disabilities and their parents, and teachers and instructional assistants in preschool programs.

Approach: Project goals will include: development, field testing, and evaluation of an emergent curriculum based upon new research into the development of literacy; development, field testing, and evaluation of training materials in the use of curriculum for teachers, parents, and instructional assistants; collection of short- and long-term evaluation data documenting effects of the curriculum in developing early literacy among children with disabilities; replication and dissemination of the curriculum in a variety of settings, including varying ratios of children with and without disabilities, as well as different ethnic and demographic representations.

Outcomes: A comprehensive curriculum will result, translating current research in emergent literacy into guidelines for creating a literacy-rich home and school environment for young children with disabilities. A criterion-referenced assessment will be developed to accompany the curriculum. A set of field-tested procedures for training preschool professionals and parents will be developed to support replication efforts.

Project EXCEPTIONAL: Exceptional Children: Education in Preschool Techniques for Inclusion, Opportunity-Building, Nurturing, and Learning

Inservice Training Project
Grant No. H024P30047 (1993–96)
Fiscal Agency: Sonoma State University Academic Foundation

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Purpose: To adapt and provide training in a model curriculum for working with black, Asian, and Latino children, birth through 5 years of age, with disabilities.

Target: Community child care and preschool personnel; community college and university instructors; and the California Interagency Advisory Committee on Child Care for Children with Disabilities (CIACCCCD).

Approach: The project will adapt the 11-part EXCEPTIONAL curriculum for use with children from the target population group. Using a train-the-trainer approach, the project will provide 3 days of training to local interagency teams, consisting of a staff member of the local child care agency, an early childhood education professional, and a parent advocate. This interagency team will then develop a plan for their community's subsequent training and follow-up efforts. The second project component is the development, field testing, and publication of a package that incorporates the EXCEPTIONAL curriculum into college early childhood education curricula, and the training of college faculty to use this package. Component three is the development, by project staff, of the CIACCCCD through oversight of program operations and addressing issues of interagency communication, collaboration, and integration. Finally, the project curriculum, findings, and train-the-trainers model will be prepared for national dissemination.

Outcomes: At least 400 community child care leaders will complete project training and will in turn train at least 1,000 local child care providers. Additionally, at least 200 community college and university early childhood education instructors will complete training in incorporating the curriculum into existing courses, thereby reaching future child care providers. Nationwide dissemination of the project model will allow for model replication outside of California.

Western Region Faculty Institute for Training: Faculty Training and Technical Assistance to Catalyze Inservice Personnel Preparation in Early Intervention

Inservice Training Project — IHE Regional Training
Grant No. H024P20003 (1992–95)
Fiscal Agency: University of Colorado Health Sciences Center

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Purpose: To address a severe shortage in the western region of the United States of qualified personnel prepared to deliver services to children, birth through age 2, with disabilities, and their families.

Target: Faculty in institutions of higher education in 13 states (AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, and WY) and 4 territories (AS, GU, MP, and PW).

Approach: A coordinated sequence of activities will assess the needs and resources of faculty in the higher education system, promote communication and leadership among faculty in their state or territory, provide training and technical assistance to faculty leadership teams, foster coordination with state Part H lead agencies, and support the capacity of faculty to conduct inservice training to service providers in early intervention. Systematic plans for project evaluation and dissemination will be executed to increase accountability and project impact.

Outcomes: The model will generate a variety of products, including a curriculum compendium, computerized databases of training resources, compilation of innovations in early intervention inservice training projects, reports about events for training faculty, and a document describing positive outcomes of collaboration in states and territories.

An Inservice Model to Build State Personnel Capacities on Collaborations With Families, Staff, and Agencies for Early Intervention Services in Connecticut and Other States Participating in P.L. 102-199

Inservice Training Project
Grant No. H024P30024 (1993–96)
Fiscal Agency: University of Connecticut Health Center, School of Medicine, Pediatrics

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Purpose: To develop, demonstrate, evaluate, and disseminate an inservice training model designed to improve the quality of early intervention in Connecticut.

Target: Parents, service providers, and agency and program administrators involved in early intervention services to children, from birth through 5 years of age.

Approach: The training model will consist of three components. The first component, focused on collaboration with families for policy development, will consist of a series of regional workshops for families of young children with disabilities, early intervention providers, and program administrators. Parents who participate in these workshops will assist in the implementation of the second and third components. The second component focuses on collaborations for service delivery and will offer training to multidisciplinary groups of service providers. During this component, four training methods will be compared for cost, short- and long-term demonstration of skills, and trainee satisfaction. The third component will provide training and technical assistance to regional family coordination center staff on Part H policy and procedures and interagency service delivery strategies.

Outcomes: Approximately 600 family members, service providers, and administrators will benefit directly from project training activities, thereby benefitting the state Comprehensive System of Personnel Development (CSPD) as it incorporates project elements and the children and families who participate in the statewide intervention system. The project will produce training components which may be replicated by other states as they implement a CSPD for Part H early intervention.

Social Competence for Young Children: An Inservice Training Project

Inservice Training Project
Grant No. H024P30068 (1993–96)
Fiscal Agency: University of Georgia

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Purpose: To develop, demonstrate, evaluate, and disseminate a model for training personnel about changing populations and exemplary practices that promote social-emotional competence in early education.

Target: Early intervention, preschool, special education, and related services personnel working with infants, toddlers, and preschoolers with disabilities in child and day care programs, Head Start programs, local education agencies, special education-early education programs, mental health programs, and other early intervention programs.

Approach: The training model focuses on training and follow-up and support activities to: a) increase participants' understanding of the development of social-emotional competence in young children and ways to promote social behaviors; b) increase participants' skills in selecting and using developmentally appropriate strategies; c) provide follow-up and support services to enhance participants' skills; and, d) evaluate and disseminate the inservice training model to programs and personnel across the state and country. Model development and implementation activities will include awareness, needs assessment, the design of inservice training sequences and corresponding modules, model implementation with personnel and service sites, product development, follow-up and support, evaluation of model effectiveness, and revision and dissemination. Training will be targeted to nonspecialized personnel who have not been trained to serve young children with disabilities.

Outcomes: Two sites in each of three states will participate in the project, impacting approximately 164 personnel, whose training will in turn benefit approximately 530 children. Project publications and other dissemination efforts will benefit the early childhood field.

Technology Inservice Project

Model Inservice Training Project
Grant No. H024P10077 (1991–94)
Fiscal Agency: Western Illinois University

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Purpose: To develop, demonstrate, evaluate, and disseminate a competency-based technology inservice model that is responsive to the staff development needs of early intervention personnel.

Target: Early intervention team members (educators, families, program assistants, occupational therapists, physical therapists, speech-language pathologists, social workers); and program administrators.

Approach: Training is designed to extend the roles of the target audience, providing them with skills in using technology applications with children and for management productivity. Based on a transdisciplinary team approach, content and procedures will be individualized according to the role and needs of participants. Modules are organized around two components, Child Applications and Adult Productivity, each containing a menu of awareness and application modules. Initial awareness training will be provided on-site or at Macomb. Applications training will occur at Macomb or on-site, with follow-up at the participant's home site, by videotape exchange, and through group meetings. Technology competencies for participants will be delineated. Direct observation of participants working with children and technology in their own sites and in cooperating practicum sites is planned. The project will explore training and follow-up options via satellite-delivered interactive video programs. College credit is available.

Outcomes: The project will increase the number of early intervention and preschool personnel who use technology applications in programs addressing infants, toddlers, and preschoolers with a variety of disabilities and their families.

Project KITS: Kansas Inservice Training System

Model Inservice Training Project
Grant No. H024P10080 (1991–94)
Fiscal Agency: University Affiliated Program, University of Kansas

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Purpose: To meet the need in Kansas for inservice training and technical assistance to early childhood special education programs through development of a collaborative statewide system.

Target: Teachers, paraprofessionals, related service professionals, community program personnel, family members, and administrators involved in early childhood special education.

Approach: The model will address three levels of training (state, regional, and individual) through the identification of statewide priorities and regional needs assessments, and the implementation of Individual Development Plans, currently used by many Kansas professionals for recertification. KITS will emphasize the utilization and coordination of existing structures and opportunities for staff development. Three Educational Service Centers (ESCs) will serve as regional sites for determining local needs and delivering training through a variety of methods, including workshops, credit seminars, technical assistance consultations, and visitations. Some training will be delivered through interactive television, a distance learning system available through ESCs which connects sites within each region, across regions, and throughout the state. The project will work with institutions of higher education and other EEPCD projects to develop training content. Year 1 statewide training will focus on least restrictive environment and transdisciplinary approaches. Year 2 will focus on family participation, and year 3 on assessment.

Outcomes: The project will contribute to the development of a collaborative, statewide system of inservice training. The project also will provide the opportunity of meeting identified state personnel objectives for permanent certification of provisionally certified staff and continuing education for recertification.

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ASHA's Interdisciplinary Preschool Project

Inservice Training Project
Grant No. H024P30011 (1993–96)
Fiscal Agency: American Speech-Language-Hearing Association

Jo Williams, Director
American Speech-Language-Hearing Association
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Purpose: To develop, demonstrate, and evaluate inservice education procedures designed to improve the services provided to preschool children with disabilities and their families.

Target: Speech-language pathologists, audiologists, and preschool personnel working with children, ages 3 through 5, with disabilities and their families.

Approach: The project design addresses several current issues: a) increased awareness of the importance of communication development in preschool children; b) changes in preschool service delivery; and, c) the increased need for qualified preschool personnel. The project will develop seven instructional modules in the areas of assistive technology, transition, multicultural perspectives, communication assessment and intervention, attention deficit hyperactivity disorders, integrated programming, and audiologic assessment and intervention. One-day inservice presentations will be conducted in conjunction with association meetings, and 1-week inservice institutes will be provided for participants who are interested in advanced training.

Outcomes: It is anticipated that the project's continuing education presentations will reach at least 14,600 individuals nationwide, providing the knowledge and strategies to meet the diverse needs of preschool learners with disabilities. By facilitating high-quality preschool programs, the project will assist progress toward a goal of the America 2000 campaign, that all children in America will start school ready to learn.

First CHANCE (Children With Handicaps Assisted and Nurtured in Childcare Environments)

Model Inservice Training Project
Grant No. H024P10045 (1991–94)
Fiscal Agency: Enable, Inc.

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Purpose: To develop and implement a transdisciplinary training program to support early childhood personnel in providing appropriate and effective education and related services to young children with disabilities in integrated community-based settings.

Target: Professionals and paraprofessionals who are already working in child care, but who have not been trained to work with children with disabilities, birth to age 8.

Approach: The inservice training will use a dynamic curriculum that is practical, problem oriented, and specific to the individual learner. The curriculum has two tracks. The foundation track provides basic information and introduces skills in teaching and caring for young children with disabilities, including sessions on fostering creativity in children, celebrating differences in development, understanding difficult behavior, and developing parent-professional partnerships. The specialization track addresses information and practical skills specific to individual child needs, including sessions on specializing early childhood settings, adapting the environment for a nonmobile child, communicating with a nonverbal child, positive behavioral management, and inclusive curriculum for the child with a developmental delay. Training will involve both module presentations and field experience.

Outcomes: The project will increase the capacity of community-based early childhood programs to integrate and provide services for children with disabilities within existing program structures.

An Inservice Training Program to Improve Services to Drug-Exposed and HIV-Infected Children Birth to Five and Their Families Using the Transdisciplinary and Transagency Models

Inservice Training Project
Grant No. H024P30049 (1993–96)
Fiscal Agency: Foundation for Children with AIDS

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Purpose: To provide inservice training and follow-up technical assistance in service delivery to children, under 5 years of age, who are drug exposed or HIV infected and their families.

Target: Staff of early intervention, preschool, day care, and Head Start programs.

Approach: Inservice training content areas will focus on understanding: a) the effects of substance exposure and HIV infection on child development and family functioning; b) the key elements of family-centered care; c) the addiction and recovery process and its effects on parenting behaviors, including ways to support the parent-child relationship during recovery; d) the basics of HIV spectrum disease, including transmission, universal precautions, handling children with HIV in classrooms, and dealing with developmental regression and repeated illnesses; e) how to improve team-based service delivery, including methods of intake, screening, assessment, and Individualized Family Service Plan (IFSP) development; f) interventions with children and families affected by substance use and AIDS; g) team building, cultural competency, staff supports, and strategies for working with families with multiple service needs; and h) effective community service coordination strategies. Training will be provided at each program during 10 2½-day sessions over 4 to 6 months. Participants will receive a workbook for guided self-study, will have opportunities to communicate with training staff between training sessions, and will be observed by training staff to evaluate the skills and knowledge gained during training.

Outcomes: Approximately 12 to 15 sites will receive training during each project year, resulting in an increased ability of participants to deliver services to children and families affected by alcohol and other drugs and HIV infection and to coordinate community services.

Family-Focused, Infant-Toddler, Transagency Training Project (Project F.I.T.)

Model Inservice Training Project
Grant No. H024P10046 (1991–94)
Fiscal Agency: Merrill Palmer Institute

Rita Benn, Director
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Purpose: To develop, demonstrate, evaluate, and disseminate a model to "retrain" early intervention service providers.

Target: Early intervention service providers from a variety of disciplines and agencies throughout Michigan.

Approach: The project will develop a three-phase, didactic, case-consultation training model that is family-focused. Phase 1, Instructional, will consist of lectures, group discussion, and case review. Topics will include normative and atypical development, transitions and tasks of parenthood, family ecology, multicultural diversity, transdisciplinary assessment, medically vulnerable populations, parent-professional partnerships, and team building. Phase 2, Case/Consultation, will focus on individual families, or issues related to the professional's ongoing work with families of children with special needs. Group problem solving will be encouraged in order to facilitate team cohesion and role expansion. Phase 3, Follow-up, will consist of regional workshops addressing issues that arise in implementing family-focused service delivery in local communities. Training will be provided to 12 multidisciplinary, multiagency groups of 10 to 14 participants, including parents.

Outcomes: Anticipated outcomes include improvements in the quality of service provision to families and infants with or at risk for disabilities; and improvements in working relationships across community agencies. Project trainees will train others in family-focused services. The project will develop a manual and materials to support training.

Project ENHANCE: An Inservice Training Model for Early Childhood Education Serving Students Who Have Autism and/or Related Disorders

Model Inservice Training Project
Grant No. H024P10011 (1991–94)
Fiscal Agency: Wayne County Regional Educational Service Agency

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Purpose: To develop, demonstrate, evaluate, and disseminate an inservice training model that will increase the capacity of service providers to meet the needs of infants, toddlers, and preschoolers with autism and severe communication/behavioral/learning disorders.

Target: Parents, teachers, paraprofessionals, related services personnel, administrators, and university personnel involved with early intervention, preprimary impaired, and autistic programs; educational consultants; and private providers of early intervention services.

Approach: The project will develop a multidimensional inservice training model that will provide training resources that can be used in a variety of settings (e.g., local education agencies, universities). The training curriculum will be adapted and revised from three national projects which have reported positive outcomes for young children with autism and related disabilities. A minimum of six regional training teams will be trained to provide on-site consultation, training, and follow-up activities to local district personnel and parents. Training will address development of competencies in identification and evaluation; curriculum methods and materials; classroom programming; parent training; effective teamwork; behavior management; and effective staff development. The project will develop an instructional strategies resource bank that will correlate with Michigan's Outcome Indicators for preprimary children with autism.

Outcomes: The project will upgrade the competency level of early intervention professionals throughout the state.

Project TEAM (Training Empowerment Across Michigan)

Model Inservice Training Project
Grant No. H024P10029 (1991–94)
Fiscal Agency: Developmental Disabilities Institute, Wayne State University

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Purpose: To develop and replicate a model of specialized training and ongoing support for personnel in preschool and child care programs to enable them to serve young children with disabilities and their families.

Target: Professionals and paraprofessionals who provide services for young children and families in day care, preschool, and early intervention programs; counselors working with child care providers and families; and related service personnel.

Approach: The Community Team Model is designed to build community capacity to train and support personnel and to facilitate referral and integration of young children with disabilities into community programs. The model is based on the Special Needs Provider Training Program, which addresses multidisciplinary training, development of a support network of resources, and enhancement of information and referral networks. The project will add training in skills needed to work with preschoolers, a field work component that focuses on supporting the programs that serve as training sites, and a component that identifies existing roles and responsibilities and the changes required to serve children with disabilities.

Outcomes: The project will increase the numbers of providers willing and able to serve children with disabilities; enhance the ability of local agencies to provide information and resources to support these providers; and improve the ability of personnel in early intervention programs to coordinate services with other community programs.

Developing and Evaluating a Model of Inservice and Technical Assistance to Prevent Challenging Behavior in Preschoolers

Model Inservice Training Project
Grant No. H024P10017 (1991–94)
Fiscal Agency: Institute on Community Integration, University of Minnesota

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Purpose: To develop a "best practices" technical assistance model that will work with teachers to provide services in the least restrictive environment for children with emotional/behavioral disorders.

Target: Teachers, direct service providers, administrators of local programs, and faculty from Minnesota institutions of higher learning, who either directly or indirectly are involved with preschoolers with emotional/behavioral disorders.

Approach: The project will establish an innovative inservice/technical assistance training model that encourages the education of preschoolers with challenging behaviors in the least restrictive environment. Inservice training and longitudinal technical assistance and consultation will be provided to teachers, related services personnel, and administrators involved in service delivery to these children. The model will address the following "best practices": designing environments; facilitating social integration; behavior management; family involvement; establishing functional communication skills; and appreciation of the impact of ongoing health problems. Training strategies include workshops and intensive summer courses.

Outcomes: The project will make public school professionals more self-sufficient in the delivery of services to young children with behavioral problems, and will improve services for the children and their families.

Midwestern Consortium for Faculty Development

Inservice Training Project — IHE Regional Training
Grant No. H024P20006 (1992–95)
Fiscal Agency: University of Minnesota

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Purpose: To address the needs for faculty-level expertise in early intervention best practices for children, birth through age 2, with disabilities and their families, and for training in effectively disseminating this information to early intervention service providers.

Target: Early intervention faculty from institutes of higher education in 13 states (IL, IN, IA, KS, MI, MN, MO, NE, ND, OK, SD, TX, and WI), early intervention personnel and trainees, state lead agency staff and interagency coordinating members, and families with children who have or are at risk for disabilities.

Approach: A management team of faculty from the University of Illinois, Iowa State University, University of Wisconsin, and the University of Minnesota oversees all aspects of project implementation. A regional advisory committee will be established and a regionwide needs assessment conducted. An annual 4-day summer institute will address a specific early intervention content area and effective strategies for inservice training. Individual action plans will be developed for each state, including a) plans for disseminating information from summer institutes; b) ways to monitor and evaluate state training activities; and c) arrangements for trainees to receive credits leading to licensure, degree, or credentialing. A clearinghouse will be created to provide resources, materials, and ongoing communication.

Outcomes: The project is expected to increase the knowledge and skills of early interventionists from a broad range of disciplines. Project efforts, results, and products will be disseminated through journal articles, conference presentations, and electronic information systems. With minor adjustments this program should be replicable by other states.

Project IDEEA (Individualized Development for Early Education Agencies)

Model Inservice Training Project
Grant No. H024P10051 (1991–94)
Fiscal Agency: University Affiliated Program, University of Missouri — Kansas City

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University Affiliated Program
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Purpose: To develop an "agency-centered" model of inservice training that responds to the "real world" needs and experiences of professionals serving infants and toddlers with special needs and their families.

Target: Professionals from early intervention agencies in the Kansas City metropolitan area and in rural areas of the state.

Approach: Agency staff will identify their own training strengths and needs, and network with the community to develop and implement an Individualized Agency Training and Development Plan. An Agency Training Representative will act as training director and will participate in developing the Individualized Agency Plan, networking community resources to meet personnel development needs, delivering training and follow-up supervision of staff learning activities, and providing academic credit for learning accomplishments. The model will be developed in four agencies in a metropolitan area, and replicated in a rural service area. For those training needs requiring more intensive problem solving, the project will develop a "Next Steps" curriculum to address more challenging implementation situations, such as serving families with drug-involved children, culturally diverse families, and children with fragile medical conditions.

Outcomes: Anticipated outcomes include improvement of staff skills in family-centered service delivery; reduction of agency staff turnover; increased flexibility in interagency coordination; and empowerment of agencies to identify and plan for their own training needs.

Project CLASS (Cooperative Learning: Acquiring Specialized Skills)

Model Inservice Training Project
Grant No. H024P10070 (1991–94)
Fiscal Agency: Rural Institute, University of Montana

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Purpose: To develop and evaluate an inservice training model for early intervention professionals in rural states who are delivering home- and community-based services.

Target: Professionals who provide community- and home-based early intervention services in rural states.

Approach: The model offers a linked inservice training system emphasizing three project components: 1) self-paced problem-based training materials, 2) cooperative learning, and 3) peer coaching. Four foundations (competency-based educational principles, adult learning guidelines, ecological approach to inservice training, and family-centered service delivery) are integrated into all project components. These components are designed to enhance the acquisition of competencies by early intervention professionals, as well as the transfer of these competencies to provision and coordination of early intervention services. Training is tailored to participants' resources and needs. During Phase I, a supervisor or an experienced Family Support Specialist from each agency will be trained in cooperative learning and peer coaching skills in order to serve as a Learning Facilitator. During Phase II, Learning Facilitators will establish Cooperative Learning Teams at their home agencies and guide training in early intervention competencies. Similar training will be provided to other community-based early intervention professionals during Phase III. The model is designed to address rural features.

Outcomes: The project will increase competency acquisition by early intervention providers and establish a system of staff development support in early intervention agencies in Montana.

Productive Waiting Project

Model Inservice Training Project
Grant No. H024P10030 (1991–94)
Fiscal Agency: School of Medicine, University of New Mexico

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Purpose: To develop a model education program for primary health care providers that can be implemented within the work environment (in-office) in collaboration with families.

Target: Pediatricians, family practice physicians, and nurse practitioners who provide primary health care to infants and families.

Approach: The project offers individualized family-oriented training that encourages early identification and support for infants at developmental risk and their families. The project has three components. Experiential Learning (Level I) addresses developmental issues within the service environment (office, hospital, clinic). Education is problem-based and self-directed, and encourages "productive waiting" using preventive intervention as part of the diagnostic process. If referral is necessary, the model supports smooth transition and collaboration with community services. Educational Enrichment (Level II) provides in-depth study in self-selected modules based on issues identified in Level I (e.g., failure to thrive, chronic conditions, child abuse). Continuing Medical Education credit is available for Level I and II education. Training Developmental Specialists, the third component, prepares community-based developmental specialists to provide Level I and II education.

Outcomes: The model is designed to minimize neurodevelopmental problems through early developmental support, to address problems as they arise, to strengthen ties between provider and family, and to minimize intrusion for families. The project offers a convenient training mode for rural providers.

Mainstreaming Partners: A Support Training Model

Inservice Training Project
Grant No. H024P30051 (1993–96)
Fiscal Agency: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center

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Purpose: To develop, demonstrate, evaluate, and disseminate inservice training and support to prepare professionals and paraprofessionals to provide quality services in integrated settings to young children, birth through 2 years of age, with disabilities and their families.

Target: Outreach specialists, resource and referral staff, child care providers, early childhood community college faculty, and early childhood community college students throughout North Carolina.

Approach: The project will provide training to state outreach specialists, who serve as consultants to community day care centers, and to resource and referral staff in the following areas: the changing role of the early childhood service provider; effective consultation and training techniques, including group facilitation and communication skills; administration of two environmental rating scales and use of a previously developed curriculum for child care providers in mainstreaming young children; and the development and evaluation of written technical assistance plans. On-site consultation and supplemental training resources will be provided to community college faculty who are using the mainstreaming curriculum. A train-the-trainers manual on the consultation process will be developed and disseminated to individuals interested in replicating the model.

Outcomes: Direct recipients of training will include: eight outreach specialists; eight resource and referral agency staff members; approximately 120 day care staff personnel employed in center- and home-based programs; and early childhood faculty from at least seven community colleges and the future early intervention practitioners who will receive training from the faculty.

Southeastern Faculty Leadership Institute: A Training Model for Systems Change

Inservice Training Project — IHE Regional Training
Grant No. H024P20002 (1992–95)
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill

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Purpose: To develop, implement, and evaluate a faculty training model related to Part H content, and to facilitate linkages between institutes of higher education and state agencies implementing the personnel preparation component of Part H.

Target: Primary targets include higher education faculty from each of 13 states (AL, AR, DC, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV) and 2 territories (PR and VI), and state or jurisdictional personnel who play a significant role in Part H personnel preparation.

Approach: Training will be provided to higher education faculty on innovative training resources and models related to Part H content areas. Faculty will also be assisted in incorporating state-of-the-art information related to Part H content and training into the inservice training they provide to practitioners. The model for achieving those goals promotes an individualized, ecological, and systems-change approach to training, implemented through a multitiered sequence of training activities.

Outcomes: The project's impact will be maximized by involving faculty to provide inservice training to direct service providers. Other outcomes will include the development and activation of inservice training capabilities, featuring interagency and interdisciplinary collaboration in each of the 15 participating states and territories. Project products — including training materials, journal articles, and position papers — will be widely disseminated.

The COACT Project: Interdisciplinary Family-Focused Team Training for Related Services Personnel

Model Inservice Training Project
Grant No. H024P10043 (1991–94)
Fiscal Agency: Office of Family and Children's Services

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Purpose: To increase and improve interdisciplinary and family collaboration skills in personnel who provide services to children, birth to age 6 years, who are at developmental risk, and their families.

Target: Interdisciplinary early intervention teams that include parent members and representatives from medical and community-based service programs, both public and private. Teams that provide comprehensive services will have priority over teams with a specific focus.

Approach: Training will provide participants with skills in self-analysis and team interaction evaluation. Sessions emphasize active participation of all members, joint problem solving, and consensus building. Practica will be conducted in the participants' home sites between training sessions. Technical assistance, evaluation, and on-site follow-up will be provided. Agency teams that complete the training will be encouraged to serve as demonstration sites for future training sessions. Training institutes will be held each summer during the project to prepare key participants to become instructors for subsequent trainings.

Outcomes: Members of interdisciplinary teams will demonstrate effective teaming skills with competencies in communication, collaboration, group decision making, and conflict resolution. Teams will establish partnerships with families, demonstrating communication skills that are accepting, supportive, and enabling. Interagency collaboration within communities will be strengthened, and new linkages between medical and community-based teams will develop.

The Preschool Technology Team Training Project

Model Inservice Training Project
Grant No. H024P10075 (1991–94)
Fiscal Agency: Children's Hospital Medical Center of Akron

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Purpose: To train teachers and related services personnel who work with preschool children with disabilities in using technology in the classroom setting to facilitate the integration of these children and to assist them in performing functional skills independently.

Target: Teachers and related services personnel in preschool programs, and parents of preschool children with disabilities.

Approach: The project offers two types of training. The first training strategy involves an intensive graduate-level course using both didactic and supervised field-based experiences to provide trainees with specific competencies related to the application of technology in the classroom. Training focus includes the use of computers, switches, adapted toys, communication devices, and other types of assistive technology. Teachers who complete the eight-session training course will receive two semester hours of graduate credit that will meet one requirement of Ohio's Early Education of the Handicapped Validation. The second strategy, personalized team training, is individualized to help the service team (teachers, related services personnel, and family members) select appropriate technology to meet individual child needs.

Outcomes: The project will promote awareness of the importance of technology in enhancing the social and instructional participation of children with disabilities in preschool classrooms. Teams of preschool personnel who have knowledge and skills concerning the selection and use of technology with children with disabilities will be created.

Inservice Training for Intra-Team Collaboration and Effective Interaction With Parents by Early Intervention Professionals, Paraprofessionals, and Related Services Personnel (Project PPI)

Model Inservice Training Project
Grant No. H024P10022 (1991–94)
Fiscal Agency: Oregon Research Institute

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Purpose: To develop a training package that will improve the skills of service providers in family-focused service provision, multidisciplinary team functioning, and family-service provider interactions.

Target: Early intervention professionals, paraprofessionals, and related services personnel (e.g., educators, teachers' aides, speech and hearing specialists, child psychologists, social workers, day care personnel).

Approach: The model will be designed to serve as either a preservice or inservice training program for early intervention service providers and Individualized Family Service Plan (IFSP) team members. Based on interviews with parents and professionals, the project will develop a family-focused, culturally sensitive training curriculum comprising three 6-hour training modules. Topics will include family functioning and dynamics, ecological approach to family-service provider interactions, and dynamics of effective multidisciplinary team functioning. In addition to a curriculum and skill-building manual, the package will include videotapes and related manuals. Training sessions will be held at monthly intervals, allowing time between sessions for assimilation, on-site practice and coaching, and off-site practice with feedback. A 3-hour "booster" session will be scheduled at 3 months and again at 6 months after completion of the training series.

Outcomes: The project will promote positive attitude change leading to more effective interactions with parents and multidisciplinary team members.

A Matter of Context: A Process Model for Infusing Culture and Family Into Early Intervention Training

Inservice Training Project
Grant No. H024P30027 (1993–96)
Fiscal Agency: Oregon Health Sciences University

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Purpose: To develop, validate, and replicate a process model for adapting curricula for training in early intervention competencies to be culturally sensitive and relevant.

Target: Minority cultural communities, including American Indian and migrant Hispanics, providing early intervention and early child care to children with disabilities who are integrated into community programs.

Approach: The model training addresses: cultural sensitivity and competency; training in competency areas defined under the state Comprehensive System of Personnel Development (CSPD); full family inclusion; adult education; extensive follow-up and support; and local empowerment. Educational credits towards certification, continuing education, or university degrees are provided. Following development and field testing, the model will be replicated through four training conferences and corresponding follow-up support. Each training group will consist of 10 teams from the field of early intervention throughout the state. A manual documenting the process of training revision, including two sets of training materials as adapted for each of the two cultural communities, will be produced and disseminated.

Outcomes: Direct training will be provided to 40 teams, or 200 individuals, resulting in benefits to at least 1,600 children and families. These benefits will increase further through national dissemination efforts.

Project TEAM: The Related Services Team in Community Settings

Model Inservice Training Project
Grant No. H024P10066 (1991–94)
Fiscal Agency: Teaching Research, Western Oregon State College

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Purpose: To develop, demonstrate, and evaluate an inservice training program that will prepare related services personnel to work as members of teams providing services to children with disabilities, birth to age 8 years, in community early childhood settings.

Target: For Strand 1, multi-agency teams consisting of related services personnel, parents of children with special needs, early intervention providers/teachers, a service coordinator, community early childhood program personnel, and a Local Advisory Group member. For Strand 2, related services personnel (e.g., physical therapists) who serve young children with disabilities.

Approach: The project is designed to function within the existing organizational structure of early intervention services for young children with special needs in Oregon. The project will have two strands. In Strand 1, multi-agency site teams will receive training in team building and group decision making, individualized to meet the unique needs of the staff, setting, and geographical area. The initial team within a region will then spin off two or more additional teams to meet the broader needs of the geographical region. Strand 2 will encompass skill training in therapy techniques and models to facilitate delivery of related services in the context of the community-based preschool, day care, or primary school classroom. Additional content areas for skill training will be generated by the participants. Training modules will include videos, training lectures, role play scenarios, written materials, exercises, and overheads.

Outcomes: The project will improve delivery of related services to children and families, and have a positive impact on the perceptions different programs have of one another.

Northeastern Early Intervention Faculty Training Institute

Inservice Training Project — IHE Regional Training
Grant No. H024P20005 (1992–95)
Fiscal Agency: Temple University

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Purpose: To develop and implement a faculty training institute for early intervention personnel.

Target: Early intervention personnel in 10 disciplines in 12 states (CT, DE, ME, MD, MA, NH, NJ, NY, OH, PA, RI, and VT).

Approach: Part H coordinators and parent and professional consultants will collaborate in each state and as a regional group to develop procedures and materials for training interdisciplinary faculty. Faculty will be trained to incorporate basic early intervention content into existing course work, to develop new course work to include critical areas of early intervention content, and to provide periodic inservice training that offers participants continuing education credits.

Outcomes: Materials and procedures for training state faculty and for use by state faculty in training early intervention practitioners will be developed and validated using a process that directly links users with developers. An annual needs assessment will identify the status of preservice training programs; a survey of early intervention practitioners will identify content areas of need. Findings will be disseminated widely.

Project STEEM: Systematic Training for Early Elementary Mainstreaming

Model Inservice Training Project
Grant No. H024P10040 (1991–94)
Fiscal Agency: Allegheny-Singer Research Institute

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Purpose: To provide training to direct service providers that will help them facilitate the successful transition of young children with disabilities from integrated preschools into regular elementary school classrooms.

Target: Direct service providers (regular education teachers, special education teachers, related services personnel) and administrators (principals, special education supervisors).

Approach: The project will offer knowledge-based workshops, job-embedded skill training, and ongoing support and consultation related to seven areas of training: building an integration planning team, parent/professional partnerships, indirect/integrated therapy, transition planning, behavior management, instructional integration, and promoting social development. Other critical components include a) individualization of training so that goals are directly related to the immediate concerns and needs of school personnel; b) following target children as they transition from one grade level to the next in elementary school; c) building a generalizable model that participating schools can continue to use when external funding has ended; and d) availability of credit toward certification, licensure, or academic degree for trainees. Through collaboration with the Pennsylvania Department of Education, the project will provide regional "longitudinal" training for the integration of children with disabilities who are followed from age 3 to 8 years.

Outcomes: Elementary school personnel will gain the knowledge, attitudes, and skills they need to guarantee the continued success of children with disabilities in integrated settings.

Visually Impaired Inservice in America (VIISA)

Model Inservice Training Project
Grant No. H024P10001 (1991–94)
Fiscal Agency: SKI*HI Institute

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Purpose: To train professionals to provide appropriate specialized services to young children with a low-incidence disability, such as visual impairment, in a noncategorical service setting.

Target: Professionals who are or will be serving children, birth to age 5, with visual impairments and their families, but who have not been trained to meet the specialized needs of this population.

Approach: The project addresses four problems: 1) the effect of visual impairment on the development of the child; 2) how to provide optimum intervention to children with visual impairment at the right time and place; 3) how to assist and provide optimal psychoemotional support to parents; and 4) how to provide specialized training to early interventionists to enable them to serve the specialized needs of children with low incidence disabilities. The project will offer inservice training on serving the specialized needs of this population to personnel working in noncategorical programs. Instruction in home-based service delivery methods will be part of the inservice training. The two courses comprising training will offer a combination of delivery methods, including home study, on-site classroom experiences, distance education, and follow-up. The project will use a curriculum developed for use with infants, toddlers, and preschoolers with visual impairment in the least restrictive environment. The model uses a family-focused team approach with the parent as case manager or co-manager.

Outcomes: The project will result in a replicable model for providing appropriate inservice training that can be adapted to serve children with other low incidence disabilities in home- and center-based programs.

Caring for Infants and Toddlers With Disabilities: New Roles for Physicians

Model Inservice Training Project
Grant No. H024P10041 (1991–94)
Fiscal Agency: Williamsburg Area Child Development Resources, Inc.

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Purpose: To provide inservice training to ensure that pediatricians and family physicians have the information and skills to be full participants in early intervention service delivery.

Target: Pediatricians and family physicians.

Approach: The project will develop a model of inservice training to be used with practicing physicians. Training is based on a set of competencies developed by the American Academy of Pediatrics. The project will use a four-level training design incorporating a "trainer of trainers" model. Level 1, Foundations, provides a brief information session on child find, assessment, the Individualized Family Service Plan (IFSP), and transition. Level 2, Self-Study and Technical Support, involves detailed study on each of the competency areas over a period of approximately 3 months. Materials, including manuals and audiotapes, are designed to make learning as individualized, self-directed, and self-paced as possible. Level 3, Clinical Application with Continuing Technical Support, allows participants to incorporate information and skills into clinical practice over a period of 3 to 6 months. Level 4, Communication and Follow-up, brings physicians together with families and other team members to exchange information and increase communication skills that cannot be adequately taught through self-study. Child Development Resources is operating the project in collaboration with colleagues at the University of Virginia Medical School.

Outcomes: The project will increase the participation of physicians in early intervention service delivery, and promote more timely referral for children with or at risk for disabilities, resulting in services that integrate health care and other early intervention services.

Family Child Care Integration Project

Model Inservice Training Project
Grant No. H024P10039 (1991–94)
Fiscal Agency: Danny Chitwood Early Learning Institute

Mary Ellen Hoy, Director
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Purpose: To develop a replicable inservice training model to improve the quality of family child care for young children with or at risk for disabilities.

Target: Family child care providers from urban and rural areas. The majority of participants will be Hispanic or black providers serving environmentally at-risk children.

Approach: The project will develop a collaborative inservice training model to prepare family child care providers to integrate children with disabilities and their families into home-based care. The project will conduct a training sequence that includes a) introductory workshops addressing developmentally appropriate practice, typical and atypical child development, and strategies for integrating children with special needs; b) a center-based practicum involving modeling and hands-on practice; and c) home-based consultations, concurrent with the practicum, that involve planning activities with parents, implementing developmentally appropriate practice, and reinforcing skills learned during the practicum. Ongoing support will be available via a hotline, a mentor system, and the creation of a community support network. Participants will receive college credit toward a degree in early childhood education.

Outcomes: Family child care providers will acquire enhanced skills in caring for children with special needs. The strategies that facilitate integration of children with disabilities into their homes will be readily transferable to typically developing children. The project will result in increased integrated child care options for families of children with special needs.

Multicultural Early Childhood Team Training

Inservice Training Project
Grant No. H024P30052 (1993–96)
Fiscal Agency: George Mason University

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Purpose: To develop, field test, and disseminate a model training program for minority parent/professional teams in providing culturally sensitive early childhood services and increasing the involvement of minority families in programs for children with disabilities.

Target: Parent/professional teams from early childhood programs that are serving children with disabilities, ages birth to 5.

Approach: The project will develop and field test a model training program consisting of 12 modules: introduction and overview; locating families of young children with disabilities; home visits; family-centered assessment practices; child development; the Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP); maintaining communication with families; parents as collaborators in intervention; facilitating transition; becoming a family-centered, culturally sensitive program; developing an action plan; and on-site follow-up consultation. After completing the training, the parent/professional teams will return to their programs to infuse best practices in culturally competent, community-responsive early childhood services through direct training, discussion, and modeling approaches for working with minority families. Following development and field testing, the training modules will be refined and replicated, and disseminated nationally through early childhood networks and technical assistance consortiums.

Outcomes: During the 3 years of the project, at least 168 individuals will receive training, bringing benefits to 672 early childhood program staff and to at least 1,600 minority families. An additional 40 intern/trainers will be prepared to replicate the project in other sites.

PATHWAYS

Inservice Training Project
Grant No. H024P30001 (1993–96)
Fiscal Agency: University of Wisconsin, Waisman Center on Mental Retardation and Human Development

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Peg Rosin, Project Coordinator
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University of Wisconsin
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Purpose: To develop, test, implement, and evaluate a continuing education inservice course focused on service coordination for parents and service providers in early intervention.

Target: Parents of young children with special needs and service providers in health, education, and social services in Wisconsin, who are or may be engaged in service coordination.

Approach: Project staff will work collaboratively with parents, early intervention providers, state agency personnel, and higher education faculty in the development, field testing, and dissemination of the service coordination training program. The two principal bases for the program will be the development of parent-professional partnerships and participant-centered training. Principal project activities include: a) developing a set of core training materials and an array of instructional strategies in service coordination that are appropriate across disciplines and in a variety of training formats; b) field testing materials in a series of courses at state universities, in workshops, in institutes, and at early intervention programs; c) developing training guides and a related videotape to enhance training activities; and d) adapting course content and activities for use in a correspondence course and via distance learning technologies.

Outcomes: More than 300 service providers in the allied health, education, and social service fields will gain specific knowledge and skills in family-centered service coordination. Additionally, staff from four training sites, parents, higher education faculty, and consultants will participate in a statewide effort to enhance service delivery, thereby assisting in policy development for the full implementation of the state's early intervention program. The project will build Wisconsin's capacity to provide high-quality, family-centered service coordination for infants and toddlers with special needs and their families.

When Children Soar With the Wind: The Inclusive Child Care Outreach Training Project

Outreach Project
Grant No. H024D30022 (1993–96)
Fiscal Agency: Colorado Department of Education, Special Education Services Unit

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Joanna Koehn, Project Coordinator
Special Education Services Unit
Colorado Department of Education
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Purpose: To facilitate the successful inclusion of young children with disabilities into community child care programs through collaboration with and training of child care providers and trainers, community college faculty, and early interventionists.

Target: Through the target training populations -- child care providers, early childhood faculty and trainers, and early intervention personnel -- the inclusion of young children, ages birth through 5, with a wide range of developmental challenges and their families in urban and rural settings will be promoted and improved.

Approach: The project is a collaborative effort among the Colorado Department of Education, Children's World Learning Centers, community college systems, and local early intervention programs. The project uses a three-tiered training approach. For child care providers the emphasis is on a highly interactive, self-reflective curriculum aimed at developing the skills and knowledge necessary for full inclusion. Training faculty are provided with background information and curricular activities on inclusion. For early interventionists the focus is on developing their capabilities in their evolving roles as coaches and consultants.

Outcomes: A system to promote inclusion through training and collaboration will be established in nine communities representing diverse populations and geographic areas throughout the country. Inclusion information and materials will be incorporated into preservice training for child care providers in community college programs in six states, and an inclusion module will be offered to the 6,000 new employees at Children's World Learning Centers each year. A curriculum for training early intervention personnel in coaching and consultation skills be will be developed and evaluated.

Community Inclusion Outreach Project

Outreach Project
Grant No. H024D30001 (1993–96)
Fiscal Agency: University of Connecticut Health Center, School of Medicine, Pediatrics

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Purpose: To provide training, technical assistance, and long-term follow-up support to families, professionals, programs, and participating agencies to develop and implement an inclusive, collaborative, community-based early childhood model of services for young children with disabilities in the state of New York.

Target: Service providers, administrators, and state agency personnel in New York who are involved in providing early intervention and early childhood special education services to children, ages birth through 5, who have disabilities and who are or will be included in community early childhood setting with their nondisabled peers.

Approach: The project model is derived from two previous EEPCD demonstration projects and includes the following basic elements: a program philsophy for inclusive early childhood services; a consistent and on-going system for family involvement; a system of team planning and program implementation; a system of collaboration and communication with other relevant agencies; a well-constructed individualized education program or individualized family service plan that dictates the instructional targets; integrated delivery of educational and related services; a consistent and on-going system for training and staff development; and a comprehensive system for evaluating program effectiveness.

Outcomes: During the first project year, approximately 1,380 service providers will receive training on aspects of the project model through workshops, consultation, and participation in program replication. All model elements will be replicated in at least 10 early intervention programs each project year.

Project CIP: Community Integration Project

Outreach Project — National/Multistate
Grant No. H024D10019 (1991–94)
Fiscal Agency: George Washington University

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Purpose: To increase opportunities for inclusion of young children with disabilities in early childhood programs by helping communities design systems for inclusion and providing training for the regular and special education professionals involved in the inclusion efforts.

Target: Professionals, paraprofessionals, and administrators in school and community programs serving children, ages 2 to 5, with and without disabilities, and their families.

Approach: Project CIP offers technical assistance and training designed to build the capacity of early childhood programs to serve preschoolers with disabilities. The CIP approach focuses on: a) building partnerships between community systems and agencies responsible for serving preschool-age children with and without disabilities; b) building inclusion teams at the service delivery level; and c) providing pre-integration training to prepare regular and special education staff for teaching in inclusive settings.

Outcomes: Development of system-level and service delivery-level collaborations that increase opportunities for children with and without disabilities to share early education experiences in school- or community-based early childhood programs.

Training for Inclusion

Outreach Project — National/Multistate
Grant No. H024D20032 (1992–95)
Fiscal Agency: United Cerebral Palsy Associations

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United Cerebral Palsy Associations, Inc.
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Purpose: To train teams throughout Alabama, who will in turn train local day care providers, in a day care training curriculum that promotes the inclusion in natural settings of children, birth through 5 years of age, with disabilities.

Target: Representatives of local affiliates of the United Cerebral Palsy Associations within each participating state, who in turn will train public, private, and home-based day care providers.

Approach: Training content emphasizes the development of consultation and collaboration skills among participants. Training will be implemented through eight training modules delivered over a 2-month period, with follow-up technical assistance provided for 6 months. Teams recruited for training will include one professional and one parent, who will participate in an intensive 5-day training session on the content and delivery of the model.

Outcomes: The project will translate findings from a statewide model inservice project into training content and subsequent model replication activities within other states. Curriculum materials will be developed and disseminated. The ultimate benefit of the project will be increased access to community child care programs for families with young children with disabilities.

Project TLC: Technology-Learning-Collaboration National Outreach Project

Outreach Project — National/Multistate
Grant No. H024D10048 (1991–94) and
H024D30004 (1993–96)
Fiscal Agency: United Cerebral Palsy Association, Inc.

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Purpose: To build a replication network for the Technology-Based Environmental Impact Model, a set of service delivery practices consisting of the careful integration of available technologies into educational and therapeutic programming for children with disabilities.

Target: Children, birth to age 3 with disabilities, and their parents; and early intervention program staff and administrators representing a variety of disciplines (e.g., physical therapy, occupational therapy, education), with emphasis on rural, economically disadvantaged areas.

Approach: For children with special needs, adaptive switch-activated toy play and computers offer an alternative learning modality, as well as a strategy for controlling their worlds. For children without disabilities, technology can motivate learning and expand play options. For the two groups together, technology equalizes differences and provides opportunities for interaction. The outreach project will train four-member Parent-and-Practitioner Teams and three-member Management Teams, each representing various service disciplines involved in early intervention programs. Training is competency-based, and consists of centralized training sessions, with hands-on experience and application to real-life case studies; follow-up teleconferences; interim "homework" (direct application); and technical assistance. Specialized training will be provided to selected participants in training others to use technology. The project also will conduct training workshops at state conferences.

Outcomes: Parents and professionals will gain knowledge and skill in the uses of assistive technology devices and services to enhance the independence of children with disabilities.

Preschool Preparation and Transition (PPT) Outreach Project: Preschool

Outreach Project
Grant No. H024D30042 (1993–96)
Fiscal Agency: University of Hawaii, Department of Special Education

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Purpose: To replicate the preschool consultation component of the PPT Demonstration Project and thereby increase the effectiveness of regular preschool programs in meeting the needs of young children with special needs or disabilities.

Target: Community preschool, preschool special education, Head Start, and child care programs located on the main island of Oahu and the neighboring Hawaiian Islands, which are serving children from 3 through 5 years of age with a broad range of disabilities.

Approach: The preschool consultation component is a consulting model defined by process and content. The PPT consultation process has five steps: a) initial contact and observation(s); b) team development of support activities; c) implementation; d) maintenance; and e) follow-through. The PPT consultation model content has the following characteristics: recommendations linked to the Individualized Education Program (IEP), when available; strategies that empower families; and support activities that promote inclusion, independence, and normalization. In addition to consultation activities, the project will develop and disseminate support materials and conduct an evaluation of project goals.

Outcomes: A minimum of 20 programs will participate in individual training and information sessions, and a minimum of 12 programs will participate as replication sites during each project year. A major project outcome will be a statewide service support system that focuses on supporting young children with disabilities in regular preschool settings.

Inclusion Through Transdisciplinary Teaming

Outreach Project
Grant No. H024D30007 (1993–96)
Fiscal Agency: University of Idaho, Idaho Center on Developmental Disabilities

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Purpose: To provide consultation in the start-up, growth, and maintenance of inclusion through the application of strategic planning strategies such as team development, action planning, and community support.

Target: Key community members, families, and personnel serving children, primarily of preschool age, in rural and urban communities.

Approach: The model promotes inclusion from a total organizational perspective and consists of a five-phase process: a) a needs assessment on current community and teaming activities and a common understanding of best practice; b) provision of information and, as needed, training on the transdisciplinary process and strategies for inclusion; c) development of an individualized working model for implementing best practice and quality standards for inclusion; d) implementation of a community plan for inclusion; and e) evaluation of outcomes associated with the community plan. The model is based on naturalistic assessment and curriclum philosophy and the application of this approach for all children.

Outcomes: More than 600 children with disabilities and their families will benefit directly from the inclusion activities. A total of 125 agency personnel and 100 community-related service providers also will benefit. Dissemination of training materials and evaluation of project activities will be disseminated to Part H and Section 619 coordinators, parents organizations, and others.

Project Vision

Outreach Project — National/Multistate
Grant No. H024D10008 (1991–94)
Fiscal Agency: College of Education, University of Idaho

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Purpose: To provide training in a model that integrates family systems, cultural sensitivity methods, and transdisciplinary teaming approaches to serving young children with disabilities.

Target: Children with disabilities, birth to age 8 years, and their families; the communiities in which they reside; and early intervention/special education professionals.

Approach: Training is offered in three model components: (1) Family Involvement, including training in accessing resources, knowledge of legal rights, understanding the system, and understanding the disability; (2) Least Restrictive Environment, addressing screening, prereferral, transition, and full inclusion; and (3) Team Development, offering methods for cooperative interaction among service providers. Each of the training components incorporates strategies and techniques for service delivery with culturally varied groups. The training sequence is long-term (approximately 18 months), with assignments and evaluation strategies during each phase. A pretraining profile is completed for each site to ensure individualization to program needs and concerns. Training sessions provide basic information, opportunities to learn new strategies and concepts through videotaped examples, and opportunities to practice skills, with follow-up. Participants who will train others will be provided with inservice packages on model components containing specific training materials and strategies, competencies, and evaluation methods.

Outcomes: Anticipated outcomes include an increase in family involvement, improvement in family-focused orientation among professionals, opportunities for full inclusion through community systems changes, and the development of quality transdisciplinary teams.

ACTT Outreach: Activating Children Through Technology

Outreach Project — National/Multistate
Grant No. H024D20044 (1992–95)
Fiscal Agency: Western Illinois University

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Purpose: To integrate assistive technology into early childhood services for children, from birth to 8 years of age, with disabilities, to help them gain control over their environment, develop autonomy, communicate, develop problem-solving strategies, and participate in an inclusive environment.

Target: Families, early childhood personnel, occupational and physical therapists, psychologists, communication specialists, and other support personnel in early intervention programs.

Approach: The ACTT model integrates technology as a tool into early childhood programs through precomputer, computer, and follow-up activities. Training will be competency based with module content that includes computer operation, curriculum application, switch making, child evaluation, and strategies for family involvement. Training will be available at the ACTT site through 5-day intensive training sessions, or at the trainee's site. Follow-up visits will evaluate site progress and provide further training. Ongoing support will be provided through electronic communication, phone consultation, follow-up workshops, the annual ACTT technology conference, and a quarterly newsletter.

Outcomes: In addition to the training provided, the project will develop or revise and disseminate a variety of products including training modules, software supporting curricular objectives, videotapes, and a videodisc of current technology applications.

FACTS/LRE (Family and Child Transitions Into Least Restrictive Environments)

Outreach Project — National/Multistate
Grant No. H024D20001 (1992–95)
Fiscal Agency: University of Illinois

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Purpose: To address the process for transition planning for children, ages 2½ through 5, with a broad range of disabilities or developmental delays, who are moving from early intervention programs to preschool and from preschool to elementary school.

Target: Local agencies serving children from birth through age 5; state lead agencies for early intervention and preschool services; and national programs with broad dissemination capabilities.

Approach: The model focuses on strategies to assist families in planning and selecting community child care services. It includes a planning process for community interagency coordinating councils to develop and implement agreements between local public schools and early intervention agencies to facilitate cooperative screening, assessment, referral, and transition. Inservice training modules for community preschool providers are provided. Methods to enhance family involvement and to prepare families for transition are included.

Outcomes: Young children with developmental delays will benefit by optimizing their chances to succeed in new service programs. Transition preparation will increase the ability of individual families to engage in future planning. Three manuals and nine teacher-, administrator-, or family-directed articles will be published.

Best Practices in Integration Outreach Project (BPI-O)

Outreach Project — National/Multistate
Grant No. H024D20011 (1992–95)
Fiscal Agency: Indiana University

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Purpose: To promote and facilitate an effective integration model in communities to assure that young children, from birth through 6 years, with disabilities and their families have ready access to and are able to participate in quality preschool and child care programs and community events.

Target: Training targets child care, preschool, and early childhood intervention professionals; administrators; parents; direct service personnel; and community leaders and other stakeholders in local systems change.

Approach: Project staff, working with local child care and preschool providers and providers of multidisciplinary services, will provide resources and facilitate activities to lay the groundwork for an effective integration model in each community. Intensive training is offered on-site to targeted personnel, combined with technical assistance provided both on-site and via telephone and electronic communication.

Outcomes: The knowledge base in early childhood intervention will be expanded by translation of findings from a multidisciplinary inservice training project into training content and materials; documentation of the activities of the planning group and the community resource network, and of the impact of both groups' activities on community integration efforts; and development of materials for dissemination.

Bridging Early Services Transition (BEST) Project Outreach

Outreach Project
Grant No. H024D30046 (1993–96)
Fiscal Agency: Associated Colleges of Central Kansas, Department of Special Education

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Purpose: To assist local and state coordination of transitions that promote: placement decisions that meet child, family, and agency needs; uninterrupted services; models for family advocacy; avoidance of duplication; reduced stress; and inclusion in community settings.

Target: Local- and state-level interagency planning teams that include family members, administrators, and direct service personnel who are working with young children with disabilities and their families who are moving between service systems, including moving from home- to center-based services, from Part H infant-toddler to Part B preschool services, from preschool to kindergarten-level services, and from segregated special education to integrated services provided in natural settings.

Approach: The BEST model is a process that includes training for interagency collaboration, partnership with parents, and preparation of the child for new environments, as well as preparation of environments for the child. Elements of transition coordination may include interagency collaboration to provide screening and evaluation, timelines for transition activities, curricular continuity, systems for interagency communication, family involvement at both the policy planning level and at the individual child level, and program evaluation of the effectiveness of the transition plan. Assistance is available to state and local interagency coordinating councils that are developing coordination transition policies and procedures, to teams focusing on one or more levels of early childhood transitions, or to agencies working on a single model component.

Outcomes: The project will impact children, families, service professionals, and state policy makers in six states: Alaska, Florida, Indiana, Kansas, Missouri, and Wisconsin. Through presentations, workshops, print media, or technical assistance the project also will reach professionals and families in other parts of the country.

The CAPPS (Comprehensive Model of Appropriate Preschool Practices and Services) Outreach Project

Outreach Project — National/Multistate
Grant No. H024D20019 (1992–95)
Fiscal Agency: University of Kansas

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Purpose: To support the dissemination and replication of the CAPPS components.

Target: Staff of regular and special education programs, program administrators, early interventionists, community program personnel, multi- or transdisciplinary teams, paraprofessionals, and related services personnel providing services to children, birth to 5 years, with and without disabilities and their families.

Approach: Based on a needs assessment designed specifically for each site, training is provided in the content of or in applying the concepts of the model's five replicable, interacting components: 1) family involvement; 2) assessment and goal setting; 3) active learning procedures; 4) transition planning; and 5) least restrictive environment service delivery. Outreach training and follow-up assistance will be provided to six new outreach sites per year.

Outcomes: Dissemination activities will include articles on implementation of model components by individual outreach sites, for publication in their own state and regional newsletters and as presentations by project staff at state and national conferences. In addition to direct services provided and local impact among outreach staff, dissemination activities are expected to impact at least 50 agencies and 500 inservice professionals over the course of the project.

Family-Guided Approaches to Collaborative Early Intervention Training and Services (FACETS)

Outreach Project
Grant No. H024D30033 (1993–96)
Fiscal Agency: University of Kansas, Institute for Life Span Studies

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Purpose: To promote family-guided, collaborative early intervention services through on-site training, follow-up technical assistance, and dissemination of materials and products that emphasize a practical approach adaptable for programs in rural areas.

Target: Part H early intervention programs, identified in collaboration with their state lead agency, which are serving children, ages birth through 3, with identified disabilities or at risk for developmental delays and their families. An emphasis is placed on programs in rural areas.

Approach: An outreach training plan is developed with each site based upon its interests and staff needs assessments in each of five components of the FACETS model: a) public awareness and child find; b) service coordination; c) Individualized Family Service Program (IFSP) development and implementation; d) activity-based intervention; and e) transition to preschool settings. Multiple training and technical assistance formats are available ranging from 1- or 2-day general awareness workshops to intensive interdisciplinary on-site consultation. Formative and summative evaluation procedures will assess participant satisfaction with the provided training and technical assistance; achievement of anticipated outcomes and impact on participating individuals, teams, agencies, and programs; and completion of project goals and objectives. Project dissemination activities will focus on increased awareness of the model components and outreach services and on information about the materials and practices that have been evaluated and revised during the project.

Outcomes: Outreach training and follow-up assistance will be provided to at least 18 programs during the project's 3 years. The project will directly impact aproximately 270 inservice professionals and 810 children and families. In addition, project dissemination activities are expected to reach at least 50 agencies and 500 inservice professionals.

Project SLIDE — Skills for Learning Independence in Diverse Environments

Outreach Project — National/Multistate
Grant No. H024D10009 (1991–94)
Fiscal Agency: Juniper Gardens Children's Project, University of Kansas

Judith Carta, Director
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Purpose: To provide training in a model for promoting successful integration of young children with disabilities into regular education settings; and to improve transitions of these children across settings.

Target: Children, ages 4 and 5, with disabilities and their families; preschool and kindergarten teachers from special or regular education; and school district personnel.

Approach: The project offers a child-centered approach to integration and transition planning. The model has three components. (1) Core Components are strategies needed within sites (school districts or LEAs) to facilitate integration. These include classroom intervention strategies, assessment strategies that highlight areas of discrepancy between sending and receiving classrooms, strategies for promoting interagency collaboration, and strategies for enhancing parental involvement. (2) Support Components are activities required to maintain high-quality implementation at replication sites, including training, technical assistance, program monitoring, and coordination with the Comprehensive System of Personnel Development (CSPD). (3) Replication Components are activities that promote dissemination of the model. The project will package print and video materials to assist in replication, train site coordinators to provide instruction and monitoring, and offer leadership training for university personnel who will provide technical assistance and act as site evaluators.

Outcomes: Anticipated outcomes include improved short- and long-term child outcomes, and decreases in subsequent needs for special education services.

Project STEPS (Sequenced Transition to Education in the Public Schools)

Outreach Project — National/Multistate
Grant No. H024D20027 (1992–95)
Fiscal Agency: Child Development Centers of the Bluegrass, Inc.

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Purpose: To provide training and technical assistance to state agencies in the development of statewide transition systems for children, from birth to 8 years of age, with disabilities.

Target: State level personnel, providers of training and technical assistance, local program administrators, and direct service providers who are responsible for planning transition systems for children moving from early intervention to preschool, and from preschool to primary programs.

Approach: The STEPS model focuses on policy and procedure development in administration, staff, and family involvement in the transition process, and child preparation for the next environment. Areas addressed include child find, eligibility, referrals, record transfer, evaluation, Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) development and meetings, placement, and follow-up. The project also will provide assistance in developing a statewide training and technical assistance network, and model sites that establish community-wide interagency systems for transition using the STEPS model and adopted state policies.

Outcomes: By the end of the project, Tennessee will have in place a statewide system for early childhood transition, a regional training and technical assistance network, and four local model sites. The project will work with two additional states to develop interagency plans for statewide transition system development. The transition system developed and implemented in Kentucky through previous outreach efforts will be refined. A document will be developed that will outline strategies for critical issues relating to transition and that will help other states address transition at the state level.

Improving Services to Drug-Exposed or HIV-Infected Children, Birth to Eight, and Their Families Using the Transdisciplinary and Transagency Models

Outreach Project
Grant No. H024D30027 (1993–96)
Fiscal Agency: Foundation for Children with AIDS

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Purpose: To improve the quality of services provided to young children who have been exposed to drugs and who are HIV infected and their families through training in the transagency and transdisciplinary models of organizing services.

Target: Administrators, service providers, and families providing services to children, from birth to 8 years of age, who have been exposed to drugs and are HIV infected, and to their families, who may be substance users or in recovery, poor, and/or terminally ill.

Approach: The training will instruct program staff from across the United States to replicate service delivery models proven effective for delivering services to children and families affected by drugs and HIV and for helping staff from diverse disciplines and programs to improve their ability to work together. The project will employ three types of training: awareness, on-site replication and technical assistance, and in-depth seminars. Training will increase participants' knowledge of: the characteristics, issues, and treatment needs of children exposed to drugs and HIV infected; the characteristics of adults who are substance users or in recovery; effective interventions to optimize the children's and families' development; strategies to work with families who are poor, disenfranchised, of color, or terminally ill; and the philosophy, principles, and methods of delivery of coordinated, family-centered services across a variety of programs. Project activities will be evaluated using both process and outcome measures.

Outcomes: It is anticipated that more than 1,000 administrators, direct service providers, and parents in 25 communities serving more than 12,000 children and families will participate in training and technical assistance each year.

Steps for Kids: A Family Recovery Outreach Training Project

Outreach Project—National/Multistate
Grant No. H024D10027 (1991–94)
Fiscal Agency: Boston City Hospital

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Purpose: To provide a range of training and consultation activities to help professionals improve the quality of life for women who abuse drugs and for their children.

Target: Service providers from a variety of disciplines (e.g., early interventionists, occupational therapists, nurses, social workers) and settings (e.g., child care workers, drug counselors, foster parents, shelter staff) who work with infants and young children at risk due to prenatal drug exposure and parental drug abuse, and their mothers.

Approach: The service model provides pediatric and child development services for the infant along with drug treatment and family planning services for the mother in a single setting which is nonstigmatizing and emphasizes the mother's concern for her child's well-being. The outreach project offers transdisciplinary training geared to the specific needs of each identified group of providers. Training will focus around five skill areas: (1) knowledge of causes and consequences of addiction, and strategies for working with addicted and recovering mothers; (2) knowledge about the medical, developmental, and behavioral impacts of maternal drug use on children; (3) knowledge of the ecological model of family-focused intervention for addicted and recovering families; (4) information exchange among providers; and (5) knowledge of and skills in early intervention strategies. Training methods include workshops, inservice courses, clinical supervision and focus groups within agencies, observation, and a practicum.

Outcomes: The project will improve the outcomes for children and families, and increase the skills in transdisciplinary service provision of providers who serve this population.

Project Dakota Outreach

Outreach Project — National/Multistate
Grant No. H024D10035 (1991–94)
Fiscal Agency: Dakota, Inc.

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Purpose: To incorporate components of a family-centered, community-based intervention model into state and local program policy and practice.

Target: Young children, birth to age 6, with special needs, and their families; and personnel from state department and interdepartment entities, local early intervention programs, advocacy groups, and local interagency groups responsible for early intervention.

Approach: The model organizes program resources for responsiveness to families and their children, via portability, flexibility, and continuity across formal and informal settings. It provides a decision-making process in which the family, together with single or multiple agencies, share expertise, information, and planning that are responsive to family concerns, priorities, and preferences. Model components are family-centered collaboration; transdisciplinary interagency team structure; and inclusion in formal and informal settings (e.g., neighborhoods, child care, recreation programs). Outreach services include 1- to 3-day intensive training and follow-up with local programs, which may involve consultations, facilitated discussion, observation, guided practice, focus groups, skills training, demonstrations, and assistance with program evaluation; on-site and telephone consultations; strategic planning; materials; and keynote and other presentations. The project's parent and staff trainers respond to requests in ways tailored to the pace, composition, priorities, and challenges of the participants.

Outcomes: Anticipated outcomes include fluid organizational structures and practices to achieve family-centered, community-based early intervention; and formation of local mission, goals, practices, and program evaluation to monitor progress toward achieving the mission.

Project Coach Outreach: Transdisciplinary Consultation/Coaching Training for Implementing Integrated Model Programs

Outreach Project — National/Multistate
Grant No. H024D20020 (1992–95)
Fiscal Agency: University of Southern Mississippi

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Purpose: To promote collaborative, transdisciplinary consultation and coaching practices by local agency teams in order to integrate young children, between 3 and 5 years of age, with moderate to severe disabilities into least restrictive, community-based early childhood programs in Mississippi.

Target: Teams from local education agencies, which in turn will provide training and technical assistance to child care and Head Start center staff in integrating young children with disabilities into early childhood programs.

Approach: Training is provided in six areas: 1) basic concepts of early childhood educational practices and consultation; 2) assessing staff training needs; 3) planning consultation; 4) teaming; 5) conducting group and individual training and technical assistance; and 6) professional growth. Print and video materials are provided to supplement activities. During the first project year, model sites will be selected to provide for demonstration, practice, and observation training experiences. In the second and third years, four additional utilization teams will be included and additional sites will be selected in collaboration with local interagency coordinating councils.

Outcomes: Training materials for basic and discrete competencies will be refined, evaluated, and expanded. Critical competencies for consultation and coaching will be further evaluated in light of different curricula, settings, and participant response and evaluation. Training materials will be disseminated at state and national levels.

Missouri-TIKES: Training Individuals to Care for Exceptional Students Outreach Project

Outreach Project — National/Multistate
Grant No. H024D20024 (1992–95)
Fiscal Agency: University of Missouri

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Purpose: To train child care providers to successfully mainstream children, 3 through 5 years of age, with and without disabilities, into child care settings.

Target: Trainers of child care providers, including early interventionists, Head Start personnel, multi- and transdisciplinary teams, and child care paraprofessionals.

Approach: Facilitators will be trained in the M-TIKES curriculum so they may train child care providers to enhance the cognitive, communicative, social, and psychomotor development of children with disabilities by enabling their interaction with their nondisabled peers. The M-TIKES videotape series, with accompanying viewer and facilitator guides, forms the basis of training for facilitators. Each tape addresses a specific topic within child development with a focus on children with disabilities and ways to mainstream them into child care facilities.

Outcomes: This project will result in an increase in the number of facilitators to train child care providers to mainstream children into child care facilities, an increase in the number of child care providers who are willing and capable of integrating children into their facilities, and a system of replication for an empirically proven training model.

VIDEOSHARE Model Outreach Project

Outreach Project — National/Multistate
Grant No. H024D10024 (1991–94)
Fiscal Agency: School of Education, University of Montana

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Purpose: To provide training in a model that uses videorecording to supplement traditional normative and criterion-referenced measures to document the accomplishments of young children with disabilities.

Target: Young children, birth through age 8, with disabilities, and their families; and agencies that provide or are developing special preschool programs to serve this population.

Approach: The model has three components: 1) daily activity videotapes for parents, to encourage carry-over of the child's abilities at school to the home setting; 2) pre- and post-videotapes of child performance to encourage transition to the least restrictive setting, which provide the receiving school's child study team with efficacy data on child performance and readiness for mainstreaming; and 3) videotapes of therapeutic interventions to support child skill maintenance and generalization after transition. Adoption sites will complete a self-assessment of needs and will receive component or model replication training, consisting of descriptive video, self-instruction materials, telephone consultations, and other support activities. Adoption site personnel may be invited to visit a demonstration site for "hands-on" training. The project will produce and disseminate instructional videotapes that describe the project, the video-based assessment system, data collection, videotape editing procedures, and data analysis.

Outcomes: Anticipated outcomes include improvement and expansion of early intervention transition services through augmented assessment; promotion of optimal functioning of children with disabilities; and demonstration of an effective, low-cost approach to delivery of services.

Project Continuity

Outreach Project — National/Multistate
Grant No. H024D10037 (1991–94)
Fiscal Agency: Meyer Rehabilitation Institute

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Purpose: To adapt, implement, and evaluate a model of continuity of care for young children with special health care needs who are at risk for developmental problems.

Target: Children with special health care needs, birth through age 5, who are at risk for developmental problems due to their health status, compounded by frequent hospitalizations; their families; and health care professionals in hospital and community settings.

Approach: The model provides continuity of care for at-risk young children who have special health care needs, while the child is in an acute care setting, and to support the transition of the child into their local community. Supportive services are provided to families to facilitate coordination of care among local community agencies. Through Project Continuity, the family, health care professionals, and community-based organizations work together to: a) identify and respond to family concerns and priorities; b) provide developmental assessment and intervention; and c) strengthen linkages between health care facilities and community resources through service coordination. The project emphasizes a family-centered approach, interagency and community involvement, adaptation to individual community needs, and implementation of best practices. A community advisory team will be established at each site for planning and implementation of the technical assistance plan. Implementation will include consultation, an inservice workshop, and provision of resource material. Evaluation will focus on both outcomes and the process for achieving identified outcomes.

Outcomes: The model will enable regional health care facilities to establish new, and improve existing, programs and improve the health care for children who might otherwise receive limited developmental support and service coordination during hospitalization.

Project HAPPY Rural Outreach

Outreach Project
Grant No. H024D30048 (1993–96)
Fiscal Agency: Nevada Department of Human Resources, Division of Child and Family Services, Early Childhood Services

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Purpose: To assist in developing rural community-based and integrated service options for children, ages birth through 5 years, with developmental delays and their families.

Target: Professionals and paraprofessionals in rural Nevada working in Head Start, Intertribal Head Start, and child care programs, and local educational agencies. Targeted sites will include programs that serve children from underserved populations and members of cultural or racial minority groups, including American Indians and Latinos.

Approach: The HAPPY model is a family-focused model developed to meet the service delivery challenges of rural Nevada. The project provides professional development activities focusing on seven components: a) home visits; b) parent participation in the assessment of child and program development; c) service coordination; d) consultative therapies; e) computer-based curriculum; f) assessment using the Developmental Programming for Infants and Young Children; and, g) videotaped activity recommendations and consultation. Components are selected for replication based on each program's and local community's needs. During the project's first year, implementation will focus on three rural sites. Activities during the second and third project years will focus on full implementation of the training at a minimum of nine additional sites, ongoing evaluation of the outreach training, and dissemination and provision of technical assistance.

Outcomes: Anticipated project outcomes include: expansion of service options in 16 rural Nevada counties; increased availability of primarily home-based programs; training of a minimum of 36 professional and paraprofessional service providers; dissemination of training materials; increased public awareness of the needs of children with disabilities and their families; and, increased continuity of care between center-based programs and home settings.

The COPING Project

Outreach Project — National/Multistate
Grant No. H024D20041 (1992–95)
Fiscal Agency: John F. Kennedy Medical Center

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Purpose: To expand the adaptive behaviors and resilience of children, birth through 5 years of age, with limited coping resources.

Target: Individuals from a broad range of disciplines and serving a variety of functions within the early intervention and preschool service systems. The project also will work with state agencies to identify training priorities and needs. Selected institutions of higher education will be the sites of training-of-trainers institutes.

Approach: State training plans will be developed that describe the outreach activities to be conducted within each state. Training will be provided to parents and professionals through awareness activities, workshops at programs, and specialized training and technical assistance. The COPING model includes validated instruments to assess children's adaptive behaviors and to help adults examine their own coping resources. The Personalized Decision-Making Process is used to foster parent-professional collaboration in the development of a functionally oriented Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP). The project will use a proven service approach that is responsive to families of diverse economic and cultural backgrounds and tailored to meet the needs of children with a wide range of disabilities or at-risk conditions.

Outcomes: Activities during the first year of the project will include presentations, on-site workshops, training-of-trainers institutes, and topical seminars. These activities will disseminate a successful model of assessing coping styles in young children and applying intervention strategies to increase their adaptive functioning in natural environments.

Project Ta-kós

Outreach Project — National/Multistate
Grant No. H024D10039 (1991–94)
Fiscal Agency: Alta Mira Special Family Services

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Purpose: To provide inservice training that will assure that infants and young children with special needs and their families receive services within the mainstream of the community.

Target: Children, birth to age 8, with or at risk for disabilities, and their families; and education, social service, and health care professionals. Attention will be paid to rural areas.

Approach: Project Ta-kós (an Indian term suggesting that any decision or course of action affects seven generations) is designed to increase the probability that children, birth to age 8, with special needs and their families can access appropriate services in order to remain an integral part of the community in which they reside. The model emphasizes integration (child in family, family and child in school, and family and child in the community), and views individual child and family behaviors in the context of social, cultural, and environmental settings while promoting respect for the unique styles of families. Outreach training includes a) family-centered curriculum, b) a three-phase training framework (information acquisition, skill acquisition, skill retention), c) an inservice program planning process that is collaborative and site-specific and uses a hands-on approach, d) continuum of competence (individual and collective), e) interagency collaboration, and f) administrative support. Training activities include discussion, role play, take-home activities, and self awareness/clarification activities. While parents are encouraged to participate in all training components, two are specifically designed for them.

Outcomes: Training will result in more responsive support and services to families of children with special needs.

Project TIE (Teams in Early Intervention) Outreach

Outreach Project
Grant No. H024D30055 (1993–96)
Fiscal Agency: University of New Mexico, New Mexico University Affiliated Program Training Unit

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Purpose: To train statewide, regional, and local interdisciplinary teams in New Mexico in TIE Model components.

Target: Health care professionals, speech-language pathologists, occupational therapists, physical therapists, and parents who participate in early intervention teams serving children, birth through 5 years of age, with developmental delays or disabilities or who are at risk for developmental delays. The project especially targets teams working in rural areas.

Approach: Training will be provided in the TIE Model, developed during the past 3 years through an EEPCD inservice training project. Model components focus on developing services that are culturally competent and family centered by improving interdisciplinary communication, furnishing a common framework for early intervention, developing team-building skills, and building community linkages. Extensive evaluation is planned and activities will be shaped by the project's collaboration with funding agencies and with policy, advocacy, and professional groups. Outreach training also will be provided to parent advocates to support their efforts in obtaining family-centered services. Project staff will collaborate with key state agency personnel to impact their planning processes, long-range plans, and funding priorities for the benefit of young children and their families.

Outcomes: Approximately 318 parents and professionals will receive training and/or consultation in the TIE model, resulting in improved services to approximately 1,700 children and families in New Mexico. Other benefits include increased professional competence; improved services; increased coordination and collaboration among teams, families, and community resources; increased understanding by professionals and families of successful strategies to build community resources and establish community linkages; and training materials and evaluation tools and processes that can be used by other projects.

Charlotte Circle Outreach

Outreach Project — National/Multistate
Grant No. H024D10006 (1991–94)
Fiscal Agency: University of North Carolina at Charlotte

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Purpose: To provide technical assistance to states on the development of early intervention services, and to early intervention programs in replication of the service delivery model.

Target: Infants and young children, birth through age 2, with severe disabilities, and their families; state Part H coordinators; and early intervention program staff.

Approach: The project offers training in a 12-month classroom- and home-based model of service delivery. The classroom component provides intensive early education services while serving as a laboratory on the development of effective social reciprocity interventions. Special parent-child days in the classroom and other ongoing opportunities provide for parent involvement. During monthly home visits, child goals are planned, and information, instruction, and support are provided in areas of need identified by parents. The project will establish model replication sites in each participating state which, in turn, will host regional conferences and serve as resources for other early intervention programs. Training efforts will focus on appropriate and effective field-tested social reciprocity interventions, and the facilitation of flexible, responsive, community-based service delivery. Training is based on adult learning principles. Other outreach activities include information dissemination, internships, and development of networking and social support among early interventionists.

Outcomes: Anticipated outcomes include increased opportunities for children with disabilities to interact with their nondisabled peers, and increased confidence of early interventionists to meet the needs of children with challenging conditions.

Family Enablement Project

Outreach Project — National/Multistate
Grant No. H024D10003 (1991–94)
Fiscal Agency: Western Carolina Center Foundation

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Purpose: To promote and enhance the ability of early intervention practitioners to identify and meet the needs of infants and toddlers with disabilities and their families through the Individualized Family Service Plan (IFSP) process.

Target: Young children with disabilities, birth through age 2, and their families; and early intervention practitioners.

Approach: The model views family needs and aspirations, family strengths and capabilities (family functioning style), and social support and resources as separate but interdependent parts of the assessment and intervention process, and views the help-giving behaviors of professionals as a means to empower and to enable families to acquire and use resources. The project will focus on promoting competencies that will permit early intervention practitioners to assume the types of roles needed to be responsive to the individual needs of families. Replication activities will include 3 to 5 days of on-site training involving workshops, training in the four model components, and training on the Individualized Family Service Plaan (IFSP); follow-up technical assistance and consultation; project-based training; and a project newsletter. Other project activities include national workshops, university-based training, an annual forum on early intervention issues, conference presentations, consultations, and technical assistance.

Outcomes: Anticipated outcomes include improvement of the ability of early intervention practitioners to meet child and family needs and to identify and promote child competencies needed to function in least restrictive educational and community environments.

AEPS Linked System of Assessment, Intervention, and Evaluation for Early Intervention Programs

Outreach Project — National/Multistate
Grant No. H024D10011 (1991–94)
Fiscal Agency: Center on Human Development, University of Oregon

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Purpose: To provide training in a linked system of assessment-intervention-evaluation.

Target: Children, birth to age 6, with or at risk for disabilities, and their families; and professionals from a variety of agencies and service delivery models.

Approach: The Assessment, Evaluation, and Programming System (AEPS) is a criterion-referenced instrument for assessing the skills and abilities of infants and young children who are at risk for or have disabilities. The system provides for initial assessment of developmental level, Individualized Education Program (IEP)/Individualized Family Service Plan (IFSP) development, individual program monitoring, and evaluation of service impact. Emphasis is placed on functional skills, observation in familiar and usual environments, adaptability of assessment items, and generalizability of skills. A parallel parent assessment evaluation form for caregivers is included. Training in use of the AEPS will be provided through 2-day workshops that combine didactic and applied content in large and small group sessions. Attention will be given to individual agency or participant weaknesses and strengths in such areas as assessment of child functioning, identification of family strengths and interests, integration of goals and objectives into functional daily activities, and inclusion of parents. Selected participants may receive preparation to provide training to colleagues in their home agency. Technical assistance in the follow-up phase will address issues in actual implementation of the system in service settings.

Outcomes: The model is appropriate for a variety of service settings and can be implemented at no additional cost to programs. AEPS materials are not included.

Infant/Child Monitoring Outreach Project

Outreach Project — National/Multistate
Grant No. H024D20007 (1992–95)
Fiscal Agency: University of Oregon

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Purpose: To assist state, local education agency, and local service agency personnel to implement the developed Infant/Child Monitoring Questionnaires as part of statewide screening and tracking efforts of children ages 4 months to 4 years.

Target: State and local agencies involved in child find and infant tracking, including personnel in public health, education, early intervention, and medicine.

Approach: Professional staff will be provided with the necessary skills and materials to employ the questionnaire system in their locales. The system uses a series of eight parent-completed questionnaires to assist in early identification and referral of infants and young children who are at risk for developmental delays. Training modules include screening and assessment of infants; background and research on the questionnaires; implementing the system; and evaluating screening efforts. Technical assistance in the follow-up phase will address issues and problems confronted by personnel in implementing the system in their service settings.

Outcomes: The system presents states and local agencies with a low-cost means of screening large numbers of infants and young children by using parents as first-level screeners. Through this project, personnel from a variety of agencies will receive state-of-the-art training in screening, including the use of parents as monitors of infants and young children. Children and their families will benefit by receiving ongoing monitoring and referral to early intervention services at the earliest possible point in time, preventing some delays and reducing sequelae of others.

Medically Fragile Inservice for Related Service Teams (M-FIRST) Outreach

Outreach Project
Grant No. H024D30045 (1993–96)
Fiscal Agency: Oregon Health Sciences University

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Purpose: To provide technical assistance and training in the M-FIRST Model to school personnel to assess and train front-line staff, related services providers, and parents to work with and support children, birth to 8 years of age, who are medically fragile or dependent on medical technology for their well-being.

Target: Related services personnel, including nurses, psychologists, physical therapists, occupational therapists, and speech-language pathologists; teachers; instructional assistants; administrators; parents; and caretakers working in education service districts (ESDs), schools, and community programs in Washington or Oregon.

Approach: The project will replicate and further implement the M-FIRST Model, recently developed through an EEPCD inservice training project. Training content centers around three major areas: a) technical skills, including technical clinical procedures, management of medical conditions, and approaches to providing education within the child's health care environment; b) team process, including team leadership, function, and support, service coordination, and grief and loss issues; and c) service delivery, including transition management, safety measures, and legal and ethical implications. The project will implement the model in 12 ESDs and will develop a cadre of 50 trained personnel to implement the model based on district needs. Awareness-level and job-specific training will be provided to an additional 500 educators, related service personnel, administrators, and parents. The efficacy of the model will be evaluated and training materials will be further developed and disseminated.

Outcomes: Training will result in improved services to the estimated 1,500 to 2,000 medically fragile young children in Oregon and Washington. Project activities will contribute to efforts in these states to improve current systems of personnel preparation and inservice training, and contribute to the professional literature on current best practice for inservice training.

Project TRAC Outreach

Outreach Project
Grant No. H024D30047 (1993–96)
Fiscal Agency: Western Oregon State College, Teaching Research Division

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Purpose: To increase the quality and availability of services to children with disabilities and their families within community preschools and child care centers by replicating the TRAC model within local community programs presently serving young children.

Target: Administrators, teachers, and assistant teachers from community programs serving or planning to serve children, 2½ to 6 years of age, within inclusive settings, who are typically developing, who have diagnosed developmental disabilities, or who are at significant risk for developing disabilities.

Approach: Training will be provided in the TRAC model and will focus on disseminating proven practices for merging early childhood special education with developmentally appropriate practices to serve children with disabilities in community programs. Training content focuses on: strategies for inclusion, developmentally appropriate practices, targeting IEP goals within activity-based settings, families and family-centered services, disabilities, environmental arrangement, and data systems. Competency-based training is provided in each of six training modules, ranging from ½- to 4-day sessions. Training includes structured practicum experiences supplemented by small group seminars, technology-supported presentations, individualized follow-up technical assistance, and self-guided study materials. Training also is offered to develop training capacities within community programs.

Outcomes: The project will provide replication training to 30 community child care providers in the TRAC model during the first project year. The model also will be replicated through the development of training materials for and the training of second-generation trainers. The impact of project dissemination activities and of TRAC training and follow-up efforts by project staff and by second-generation trainers will be evaluated.

Teaching Research Integrated Preschool (TRIP) Model

Outreach Project — National/Multistate
Grant No. H024D10033 (1991–94)
Fiscal Agency: Teaching Research Division, Western Oregon State College

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Purpose: To increase quality services in integrated settings for young children with disabilities and their families, through specialized staff development training.

Target: Children, birth to age 6, with or at risk for disabilities, and their families; and early childhood educators (teachers and paraprofessionals) and family intervention specialists.

Approach: The TRIP model has seven components: integration, activity-based instruction, individualized programming, family involvement, an environmentally referenced assessment process, regular data collection and analysis, and staff management. Children birth to age 30 months are served in a home-based format in combination with an optional parent/toddler 2-day-per-week program. Children over age 30 months are served in an integrated classroom setting. The outreach project will address dissemination activities, training, establishing satellite training sites, and evaluation. The project has developed a nationwide network of satellite training centers that will serve as regional training sites. The competency-based training includes a 4-day session, which provides structured practicum experience supplemented by small group seminars, and two follow-up technical assistance visits to each trainee's work site. The specialized training package for family intervention specialists includes core model components, as well as family/home-focused components.

Outcomes: The project will improve services for target children and families. Training efforts will be designed to address the needs of children from culturally, linguistically, and racially diverse backgrounds and those residing in rural areas.

LEAP Outreach

Outreach Project — National/Multistate
Grant No. H024D10028 (1991–94)
Fiscal Agency: St. Peter's Child Development Centers

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Purpose: To provide training in an integrated service delivery model that meets the educational needs of both typical preschool children and children with autism.

Target: Young children, ages 2 to 5, with autism, and their families; and agency staff.

Approach: Learning Experiences . . . An Alternative Program for Preschoolers and Parents (LEAP) serves children with autism and typical children, ages 2 to 5. The model has four components: referral and screening, classroom instruction, parent involvement and education, and future educational placement planning. The model offers individualized programming for 24-hour intervention, and a variety of strategies to encourage positive social interaction, including peer-mediated social interaction training. The project will develop replication sites to train participants in implementation of the LEAP model, initiate developmentally integrated services for children with disabilities, and coordinate local involvement with state early childhood plans. A 2-week intensive training experience addresses classroom organization and management, curriculum, integration, volunteer utilization, evaluation, supervision, and parent participation. The scope and sequence of outreach activities (e.g., awareness, building coalitions, etc.) are matched to the political, economic, and logistical realities at specific sites.

Outcomes: Anticipated outcomes include increases in positive peer interactions, decreases in disruptive behaviors, and deferral of residential placement for target children. At least 50% of these children are expected to be placed in regular educational settings and to display age-appropriate developmental functioning as a result of the model.

Project SUNRISE (Systematic Use of Newly Researched Interventions by Special Educators)

Outreach Project — National/Multistate
Grant No. H024D10004 (1991–94)
Fiscal Agency: Allegheny-Singer Research Institute

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Purpose: To provide training to center-based programs in a classroom-based model that promotes optimal functioning of young children with disabilities in least restrictive settings.

Target: Infants, toddlers, and preschoolers with disabilities and their families; and professionals, including early interventionists, classroom personnel, program administrators, related services personnel, and lead agency personnel.

Approach: The classroom model is based on evidence that dimensions of classroom programs influence child behavior and development, and that higher levels of engagement create opportunities for other child outcomes. Model components are Program Foundation and Philosophy, Management and Training, Environmental Organization, Instructional Techniques, Instructional Content, Staffing Patterns, and Program Evaluation. The project offers on-site replication training, including needs assessment, an orientation workshop, intensive training activities that are "job-embedded" and allow for practice in the workplace, the use of performance checklists, and follow-up visits. The project will establish replication sites that may function as training resource sites demonstrating model components. Other outreach activities include group training (e.g., workshops, conference presentations), product development and dissemination, and state-level collaboration and coordination activities.

Outcomes: Anticipated outcomes include enhancement of caregiver skills, and promotion of high-quality center-based programs, and promotion of optimal child functioning.

Magnolia Circle Outreach

Outreach Project — National/Multistate
Grant No. H024D10014 (1991–94)
Fiscal Agency: Vanderbilt University

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Purpose: To provide training in the TOT (Tennessee Outreach Training) model of "best practices" in six southeastern states.

Target: Personnel in programs providing center-based and/or home-based services for children from identification to age 5.

Approach: The TOT model includes six components: 1) development of a functional curriculum that is both developmentally and age appropriate; 2) organization of the environment across settings; 3) promotion of opportunities for and training of age-appropriate social interaction skills across current and future environments; 4) effective intra- and interagency use of related support services; 5) effective ongoing involvement of families in planning and delivery of services; and 6) coordinated efforts to facilitate transition of children and families as they encounter changes in services over the early childhood period. Each of these components is supported by competency-based training modules. The model will be implemented at the individual program level based on an accelerating "levels of involvement" model. The project will provide consultation, inservice training, and technical assistance on a regional and statewide basis. The project will assist programs in establishing or maintaining a Reciprocal Technical Assistance Training Network within their geographic locale.

Outcomes: The project should directly impact on the ability of early interventionists to evaluate their strengths and needs relative to "best practices," the need for inservice training, the quality and range of services offered by programs, and the policies and practices that foster effective parent-professional partnerships.

Eliminating Boundaries Through Family-Centered, Developmentally Appropriate Practices for Preschool and Primary Children With Disabilities

Outreach Project
Grant No. H024D30023 (1993–96)
Fiscal Agency: Region IV Education Service Center

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Purpose: To serve as the regional lead agency for collaborative team training and implementation of developmentally appropriate programming to facilitate inclusive programming for preschool and primary school children with disabilities.

Target: Collaborative teams composed of administrators; teachers in public schools, day care, preschool, and Head Start; paraprofessionals; therapists, parents; and other service providers working with children in preschool through grade three with disabilities and their families.

Approach: The project focuses on collaborative team training and implementation of developmentally appropriate practices using the High/Scope model, across the preschool and primary grades as well as across general and special education. The approach includes training in developmentally appropriate assessment, learning environment, daily routine, adult-child interaction strategies, and content. Each adoption site receives 10 days of training in developmentally appropriate practice, on-site consultation and technical assistance, training materials, and evaluation results.

Outcomes: Up to 10 adoption sites in the Region IV service area in Houston will be served each project year. Each team that receives training will in turn train a minimum of 30 teachers each year for 3 years.

INSITE Outreach

Outreach Project — National/Multistate
Grant No. H024D20022 (1992–95)
Fiscal Agency: Utah State University

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Purpose: To assist in the development and improvement of home-based programs, and center-based programs with a home component, for young children, from birth through age 5, who have multidisability sensory impairments, and their families.

Target: Direct service providers for children and families in home- or center-based programs; state coordinators of early intervention, special education, and other services to children with hearing and/or vision impairments; and state and local administrators of early intervention programs that may include children with multidisability sensory impairments.

Approach: Training in the INSITE Model, which emphasizes partnership between families and the early interventionist, will be provided to replication agency personnel for implementing the model, and certified trainers will be prepared and equipped to ensure continuity. Public and professional awareness of the service needs of children with multidisability sensory impairments and their families will be cultivated. Resource, training, and awareness materials will be developed and disseminated for parents and professionals. The project will also assess state and local needs, stimulate agencies to commit resources to development and implementation of services, and develop and carry out an implementation plan.

Outcomes: The capacity of agencies to provide quality services will be enhanced through provision of follow-up and technical assistance activities. Effects of the INSITE model on child and family progress will be evaluated, as will the effectiveness of the outreach process.

Integrated Outreach Project

Outreach Project — National/Multistate
Grant No. H024D10034 (1991–94)
Fiscal Agency: Center for Persons with Disabilities

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Melody Martin, Coordinator
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Purpose: To provide training and technical assistance to early intervention personnel so that they may provide services to young children with disabilities in the least restrictive environment.

Target: Early childhood special educators, paraprofessionals, and related services personnel in rural Arizona, Idaho, Nevada, Utah, and Wyoming.

Approach: Training will be provided in components of four models that address service delivery to preschoolers with disabilities in the least restrictive environment: the Social Integration Project, the Functional Mainstreaming for Success Project, the Preschool Transition Project, and the Multi-Agency Project for Preschoolers. The components are organized into five content areas: assessment, organization of services in a variety of settings, service delivery, parent involvement, and transition. Project staff will negotiate with local education agencies to determine which project components the district will implement, and then will negotiate an individual training and assistance plan with each early intervention team member. Training will include didactic information presented through workshops or alternative formats, and follow-up on-site technical assistance and monitoring to enable participants to implement appropriate practices in their own service settings. Training will be coordinated with state education agencies and Utah State University.

Outcomes: The combined models allow agencies to choose from a continuum of components that best suit the needs of local populations and community resources. Training may help participants meet certification standards for serving preschoolers with disabilities.

SKI*HI Outreach

Outreach Project — National/Multistate
Grant No. H024D20002 (1992–95)
Fiscal Agency: Utah State University

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Purpose: To stimulate and assist in the development and improvement of services to children, ages birth through 5 years, who are deaf or hard of hearing and their families.

Target: Direct service providers for families and children in home-based programs and school-based programs with a home component; state coordinators of early intervention, special education, and other services to children who are deaf or hard of hearing; and state and local administrators of programs that may include children who are deaf or hard of hearing.

Approach: The project will coordinate with statewide agencies and preschool special educators in developing early intervention home-based family-centered services for young children who are deaf or hard-of-hearing through adoption of the direct service component of the model; develop and disseminate state-of-the-art instructional, management, testing, and training materials to new and ongoing sites; provide current "best-practice" training to early intervention/early childhood personnel adopting the direct service component of the model; and develop a national organization to continue coordination among these agencies.

Outcomes: Agencies and service providers will acquire new understanding of the processes in early home intervention for children who are deaf or hard-of-hearing and their families. Project results and products will be incorporated into SKI*HI presentations at national and regional workshops, newsletters, and information dissemination to agencies and personnel. The development of a national organization will assist in dissemination of information that could be applicable to other situations.

National TEEM Outreach: Transition Into the Elementary Education Mainstream

Outreach Project — National/Multistate
Grant No. H024D20005 (1992–95)
Fiscal Agency: University of Vermont

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Purpose: To disseminate and replicate a highly successful model demonstration project in public schools in order to promote the successful transition of young children with disabilities and their families from early childhood programs into kindergarten.

Target: Preschool and child care settings in which children receive early childhood special education services and the local elementary school into which the children will transition upon leaving the preschool settings. During the first year of the project, two school districts in each of six states will participate in replication.

Approach: Individuals affiliated with institutions of higher education from each of the participating states will serve as State TEEM Outreach Coordinators. These Coordinators will attend a 3- to 4-day Leadership Institute to receive training in the model, after which they will provide training and technical assistance to at least two school districts in their respective states. Data will be collected to determine the impact of the model upon young children with disabilities and their families, and to examine model implementation by participating sites.

Outcomes: This process will ensure highly trained, experienced professionals in each participating state to continue to assist public schools to successfully transition young children with disabilities receiving early childhood special education services into kindergarten and provide support for their families. A proven, replicable outreach model will result.

SpecialCare Outreach

Outreach Project
Grant No. H024D30049 (1993–96)
Fiscal Agency: Williamsburg Area Child Development Resources, Inc.

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Purpose: To expand inclusive child care options for families of young children with disabilities through replication of the SpecialCare model for training caregivers.

Target: Trainers of caregivers providing services to children from birth through age 5, through agencies, including resource and referral agencies, extension offices, community colleges, and model early childhood technical assistance projects .

Approach: SpecialCare builds on traditional caregiver roles and skills, expanding caregivers' knowledge and comfort level so that they are willing and able to care for children with disabilities. Using a train-the-trainer approach, project personnel will assist sites in replicating the SpecialCare training model. The train-the-trainer process includes four learning experiences, totaling no fewer than 30 hours, that move the learning through mastery of knowledge to skill, and from observation to guided practice and to independent practice with evaluation and feedback. The model offers a curriculum and trainer's manual that includes trainer's notes on content and training methods, suggested trainer aids, handouts for participants, and videotapes.

Outcomes: Approximately six to eight replication sites will receive training each project year, each of which in turn will train at least 52 caregivers. This will result in increased options of care and of inclusive placements for children with disabilities and their families and a system of training for caregivers in several states. The SpecialCare curriculum and supporting materials will be packaged for national dissemination to agencies with responsibility for training child care providers.

Project TRANS/TEAM Outreach

Outreach Project — National/Multistate
Grant No. H024D20036 (1992–95)
Fiscal Agency: Child Development Resources, Inc.

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Purpose: To disseminate and replicate a five-step model of inservice training that is designed to help early intervention teams move toward more family-centered, transdisciplinary (TD) service delivery.

Target: Early intervention teams in public and private agencies that provide services to young children, birth through 2 years of age, and their families.

Approach: The training model uses an individualized needs assessment process to determine team training needs in family-centered services; TD service delivery; team assessment; helping families determine their concerns, priorities, and resources; Individualized Family Service Plan (IFSP) development and implementation; interagency collaboration; transition; service coordination; natural settings; and cultural competence. Teams participate in on-site training workshops. Technical assistance is provided in developing and implementing individual team plans for change. Replication sites participate in evaluation of the training. Site personnel and independent evaluators also rate the service delivery changes made as a result of outreach activities.

Outcomes: During each of the project's 3 years, 8 to 10 early intervention teams will make behavioral and programmatic changes necessary to become more transdisciplinary and to provide more family-centered services. Two family guides currently used by the program will be revised through the project, and the model curriculum will be expanded.

NICU Follow-Through Project

Outreach Project — National/Multistate
Grant No. H024D20045 (1992–95)
Fiscal Agency: University of Washington

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Purpose: To help neonatal intensive care units and community developmental centers replicate an innovative and successful model for inservice training that emphasizes assessment skills and transition planning.

Target: Neonatal intensive care unit (NICU) medical professionals and developmental center staff providing services to infants born at a very low birthweight and/or with handicapping conditions and their families. This includes neonatologists, nurses, respiratory/physical therapists, occupational and physical therapists, psychologists, speech-language pathologists, special educators, and early interventionists.

Approach: Neurobehavioral training will be provided to NICU and developmental center staff, with a focus of supporting the neurophysiological organizational capacity of the very low birthweight or handicapped infant. Staff at hospital NICUs and community developmental centers will be trained to develop and implement a comprehensive transition and intervention plan for these infants and their families. Professionals previously certified in the administration of the Infant Behavioral Assessment (IBA) will be trained to become IBA instructors.

Outcomes: Training will result in a comprehensive hospital-to-home transition plan for a continuum of services for the infant and family. Parents will benefit from more informed participation in the transition process and from learning to support the neurophysiological integrity of their infant. And infants will benefit from the improved competencies of the NICU and developmental center staff and from the improved services resulting from increased interagency cooperation.

Portage Project Outreach: Family-Centered Intervention

Outreach Project
Grant No. H024D30054 (1993–96)
Fiscal Agency: Cooperative Educational Service Agency #5

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Purpose: To assist states, agencies, and local programs in planning, developing, and providing the high quality services for unserved and underserved children with disabilities and their families across a variety of settings and program options.

Target: Home visitors, caregivers, early interventionists, Head Start staff, paraprofessionals, service coordinators, administrators, and others serving children, birth through age 6, who have disabilities or are at risk for developmental delays and their families, especially children from typically underserved groups such as migrant families and American Indian tribes. The project also assists state and local agencies, such as interagency coordinating councils.

Approach: The Portage Model is designed to provide comprehensive services to children and families in a variety of least restrictive environments. Project features include: interactive intervention strategies; intervention strategies that are sensitive to each family's culture and that are incorporated into play and family routines; observation and conversation as the bases for developing child and family goals; focus on supporting child-caregiver interactions; transdisciplinary team approach to supporting families; transition planning with the family and all involved programs; and consultation to other programs in supporting the child's development.

Outcomes: The project will ultimately reach more than 1,200 personnel through intensive training workshops and personnel preparation activities, and more than 12,000 children and families will receive services that have been improved and enhanced by project efforts. The cadre of professionals qualified to provide training in the project model will be expanded. A family-centered assessment and curriculum planning tool will be disseminated, which will assist early interventionists and families in promoting and enhancing the development of children with special needs.

Experimental Comparison of the Effects of a Social Competence Curriculum on the Outcomes of Toddler-Age Children With Disabilities Receiving Early Intervention in Two Types of Settings: Inclusion or Segregation

Nondirected Experimental Project
Grant No. H024H20006 (1992–95)
Fiscal Agency: University of Connecticut Health Center

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Purpose: To examine the effectiveness of an early intervention treatment approach with children, 24 to 36 months of age, with disabilities in Connecticut.

Target: Young children, approaching 24 months of age, with mild to severe disabilities, including multiple disabilities, who reside in Connecticut and who receive early intervention services.

Approach: Treatment will consist of an adaptation of a social competence curriculum currently being field tested. Participant students will be divided evenly between natural group environments in the community (e.g., day care) and segregated center-based programs for children with disabilities only. Evaluation outcomes will occur every 6 months until preschool placement occurs at 36 months.

Outcomes: Outcome measures will focus on indices of child status, family status, and service characteristics. If proven effective, the social competence curricular approach will be available for implementation. Information on the effects of the program should allow early intervention providers, policy makers, and parents to develop optimum early intervention service settings. Dissemination efforts — in the form of reports, articles, and presentations — will be targeted to early intervention practitioners, program administrators, and families.

The Comparison of Three Levels of Instruction in Communicative Repertoire of Young Children With Moderate and Severe Disabilities

Nondirected Experimental Project
Grant No. H024H20011 (1992–95)
Fiscal Agency: University of Illinois

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Purpose: To apply the general-case approach to language instruction for young children with moderate and severe disabilities.

Target: Children, from 3 to 8 years of age, with moderate to severe disabilities for whom communication skill instruction objectives have been identified on their Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP).

Approach: "Single-instance," "restricted-universe," and "extended-universe" instruction will be compared during the first 2 years of the project. Instruction will include the intentional variation of social partners, activities, and materials that exist naturally in the children's everyday settings. In year 3, longitudinal data will be gathered on available children, smaller within-subject studies will be developed to address errors evident in the untrained probe data, and the intervention found most effective will be refined and tailored for dissemination purposes.

Outcomes: Contributions will include an evaluation of general-case instruction of language repertoire of young children, and documentation of the added effect of including a broader range of conditions that influence language use. Pressing questions about the effects of including families and home and community environments in instructional programming that is initiated at school will be addressed. Cost effectiveness analyses will evaluate each of the three procedures in relation to the benefits they engender. Social validity also will be assessed to determine the social importance of outcomes as well as consumers' satisfaction with the procedures.

Bilingual/Bicultural Enhancements for Infants, Toddlers, and Preschoolers Who Are Deaf Through Deaf Mentors in Family-Centered Early Home-Based Programming

Nondirected Experimental Project
Grant No. H024H20008 (1992–95)
Fiscal Agency: SKI*HI Institute

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Purpose: To conduct an investigation comparing the effects and costs of an alternative, innovative approach to home intervention for young children who are deaf with an established model.

Target: Children, through 5 years of age, who are deaf and their families will receive direct services. Adults who are deaf will benefit from their experience as mentors to these children, and parent advisors and other professionals will benefit from their agencies' participation in the program.

Approach: An alternative model of home intervention is being examined that builds upon the current SKI*HI model, which involves only exposure to signed or spoken English and the language prevalent in the child's home. The alternative model will include regular home visits by a deaf mentor who will interact with the child using American Sign Language (ASL) and teach family members to use ASL and to appreciate deaf culture. Documentation of results and costs of the alternative approach should result in a substantial body of comparative data.

Outcomes: Data will be gathered on how children working with deaf mentors compare with children using the established method in the areas of language, English, and communication with family members. Findings also will provide data on how program factors relate to child success, on the perceived benefits of the program by service recipients, on program operation procedures and processes, and on the costs and benefits of this approach. Resources and materials to enable other programs to replicate the deaf mentor model also will be identified and available for dissemination.

Training Paraprofessionals to Provide Activity-Based Intervention for Children With Disabilities (TABI): A Comparative Study

Nondirected Experimental Project
Grant No. H024H20002 (1992–95)
Fiscal Agency: Utah State University

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Purpose: To establish and test a system for training paraprofessionals to effectively employ activity-based instructional techniques.

Target: Children, 3 through 5 years of age, with disabilities, and paraprofessionals serving these children in Head Start settings.

Approach: During the program's first year, staff will develop a system for training paraprofessionals to use activity-based intervention. Design features will incorporate aspects of ecobehavioral assessment to evaluate teacher behavior and child engagement and progress toward objectives taken from criterion-referenced assessment instruments. In the second year, activities will focus on conducting a comparative study. Potential impacts on families will be explored alongside impact on teachers and children. In the third year, the comparative study will be replicated, efforts to expand into other Head Start and mainstream settings will be attempted, children from the first year will be followed and evaluated, and a cost-effectiveness study will be initiated.

Outcomes: In addition to the direct service and training provided, dissemination of project findings is expected to impact many levels in the field of early intervention, including activities of interventionists, training of interventionists, definition of best practice, activities of policy makers, and research efforts.

Early Childhood Research Institute on Substance Abuse

Research Institute
Grant No. H024R10004 (1991–96)
Fiscal Agency: University of Kansas

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Mary McEvoy and Scott McConnell,
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Cecilia Rokusek, Co-Principal Investigator
(South Dakota)
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Purpose: To prepare, field test, and disseminate new and adapted interdisciplinary interventions for infants, toddlers, and preschool children who are developmentally delayed, at risk for developmental delay, or disabled because of maternal use of alcohol or drugs during pregnancy.

Activities: Research activities follow a conceptual model that evaluates prenatal exposure to alcohol, cocaine, or other drugs as one of several possible risk factors for developmental delay or disability. The institute will conduct five interrelated studies: 1) a cross-sectional longitudinal study of children prenatally exposed to drugs; 2) a cross-sectional longitudinal study of children with fetal alcohol syndrome and fetal alcohol effects; 3) development and evaluation of new and adapted interventions that address the unique needs of children affected by prenatal exposure to drugs or alcohol; 4) development of strategies to improve coordination and continuity of services; and 5) research on dissemination practices to validate methods for translating interventions to targeted groups and for increasing fidelity of implementation. Participating children and families will be referred by community agencies. The institute will employ six types of measures to provide information on the multiple sources of risk affecting these children: demographic, medical, developmental, social, environmental, and ecobehavioral. Dissemination will be coordinated with the National Association for Perinatal Addiction Research and Education to reach professionals and families. The institute will offer research training experience for graduate students in multidisciplinary settings spanning special education, educational psychology, medicine, human development, family life, and gerontology.

National Collaborative Research Institute for Early Childhood Intervention

Research Institute
Grant No. H024S90003 (1989–94)
Fiscal Agency: The Children's Hospital Corporation

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Purpose: To investigate the impact and effectiveness of an individualized, behaviorally based developmental care and intervention approach beginning in the Newborn Intensive Care Unit (NICU) for very low birthweight, preterm infants at high risk for severe medical complications and developmental disabilities, and their families.

Activities: The institute examines the components, feasibility, and efficacy of family-focused developmental support and intervention in ensuring optimal long-term outcomes for infant and family. Service delivery is based on the Newborn Individualized Developmental Care and Assessment Program (NIDCAP). The institute's program of research provides for the study of a continuum of support and intervention for infants and families during hospitalization, at discharge, and upon integration into the community. Intervention is family focused and preventive, and is geared to infants at biological risk for developmental delay and/or other disabilities. The organizational structures within the NICU and community medical setting necessary for the successful implementation of family-focused developmental care are studied. Instruments, as well as a process for organizational self-assessment and for implementation of change, are being developed and field tested. The institute also provides comprehensive, regionally based training centers for graduate students and practicing professionals on implementation of and training in developmentally appropriate family-focused individualized care in the hospital setting. Project staff include parents and professionals from the disciplines of developmental and clinical psychology, neonatology, nursing, early and special education, social work, neurology, neuropsychology, rehabilitation medicine, and pediatrics.

Community Implementation Early Childhood Research Institute: An Institute for the Study of Education, Health Care, and Social Service Utilization of Infants, Preschool Children, and Their Families

Research Institute
Grant No. H024T20002 (1992–95)
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill

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Purpose: To identify and examine forces that significantly influence service utilization in state programs for children, from birth through 5 years of age, who have or are at risk for disabilities, and their families; and to develop models to determine the cost of the services provided.

Activities: Participants in the study will include state policy makers, community program administrators, service providers, and families of children with or at risk for disabilities. A team of investigators will design a series of studies to answer seven focal questions. These questions focus on who is being served by early childhood programs established under the Individuals with Disabilities Education Act, what services are being provided and how, the costs of providing these services now and in the future, and variability in service provision and utilization across families and states. Within each of three selected states, three communities with differing resource availability and population density will be studied. One early intervention program and one preschool program site will be selected within each community, and sets of children, families, and service providers within each program will be selected for longitudinal case studies. Results of the studies are expected to yield critically important information — including methods to ascertain and forecast the cost of services — to better inform key decision makers at the community, state, and federal levels. Clinicians and families are expected to benefit from the objective data, and it is expected that development of self-study approaches within programs will be prompted by the findings and methodology of this study.

Research Institute on Preschool Mainstreaming

Research Institute
Grant No. H024K90002 (1989–94)
Fiscal Agency: St. Peter's Child Development Centers

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Purpose: To address the challenges and barriers to preschool integrated services, including 1) policy voids and disincentives to integration, especially at state and local levels; 2) lack of information on key issues, such as parental expectations and longitudinal effects; 3) lack of clear guidelines for adapting existing early childhood curricula to meet the needs of children with disabilities; and 4) lack of awareness on the part of regular educators, special educators, and policy makers regarding the developmental importance and the feasibility of preschool integration.

Activities: The institute is a collaborative effort of the University of Pittsburgh and the University of Washington. Of primary importance is the dissemination of results and products from the four major components of the institute: Curriculum Modification, Peer Friendships and Parent Concerns, Longitudinal Outcomes, and Policy Analysis and Research. A variety of methods are employed across the components, including direct observation, direct assessment, case studies, interviews, national and regional surveys, and direct intervention to examine the current status of mainstreaming and to improve mainstream success. Training is provided for up to 15 graduate students per year. Available products and dissemination activities include journal articles, policy and practice papers, conference presentations, and radio, television, and newspaper features. The institute has developed and will disseminate specialized manuals that include *Administrator's Handbook on Preschool Integration* and *Curriculum Activities Adaptations Manual*, and the clinical assessment tools, *Assessment of Peer Relations and Friendship* and *Getting Along with Others*.

Early Intervention Research Institute

Research Institute
Grant No. HS90010001 (1990–94)
Fiscal Agency: Center for Persons with Disabilities, Utah State University

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Purpose: To conduct longitudinal follow-up data collection and analyses of a series of intervention studies begun in 1986 to examine the effects and costs of alternative types of early intervention programs for children with disabilities.

Activities: The institute is collecting longitudinal follow-up data for nine different intervention studies begun in 1986. In each of these studies, children were randomly assigned to one of two groups in which the type of intervention varied along dimensions of intensity, age at start, or type of intervention provided. Children with a wide range of handicapping conditions (e.g., medically fragile, visually impaired, severely disabled) have been included in the studies. Outcomes related to both child and family functioning are collected annually. Data concerning a range of other contextual variables (e.g., the type and amount of other intervention services accessed by the family) and treatment verification procedures (i.e., were the intended interventions delivered as planned?) also are collected each year. Analyses will provide a more complete understanding of the effects of various types of early intervention programs for children with disabilities.

Statewide Data System for 0–8-Year-Olds at Risk of Developmental Disabilities

Statewide Data System Project
Grant No. H024J30002 (1993–96)
Fiscal Agency: D.C. Department of Human Services, Commission of Public Health

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Purpose: To establish an interagency, multidisciplinary, and coordinated statewide system for the identification, tracking, and referral to appropriate services of all categories of children, birth through age 8, who are biologically or environmentally at risk of developmental delays.

Activities: This project will expand the D.C. Linkage and Tracking System, which currently identifies and tracks children from birth to age 5, links children and their families to services, and collects, analyzes, and reports data on at-risk infants and young children. Under this project, the system will be expanded to include children through the age of 8 years; to include additional risk conditions pertinent to children 5 through 8 years; to include risk factors of a more environmental nature, including socioeconomic status and level of maternal education; to expand the network of referring agencies; to conduct longitudinal studies to measure the effects of certain risk factors and services on academic performance in elementary school; and, to develop data information collection and sharing protocol and procedures with public schools and other agencies.

Outcomes: Data gathered from the project will document any need among the target population for additional educational, health, and other social services as well as barriers to these services. The information elicited will aid planners and policy makers in developing programs, which ultimately will translate into improved outcomes for children in the District of Columbia.

Identification and Tracking System for Florida's At-Risk Preschool Children

Statewide Data System Project
Grant No. H024J30014 (1993–96)
Fiscal Agency: State of Florida Department of Education, Division of Public Schools, Student Assessment Services Section

Janice Smith-Dann, Director
Student Assessment Services Section
Division of Public Schools
Department of Education
PL08 Capitol
Tallahassee, FL 32399
(904) 488-8198
Fax: 904-487-1889

Purpose: To produce a statewide identification system that tracks children from birth through 5 years of age who have various types of at-risk factors, and that tracks the medical, developmental, and social intervention services they and their families receive through Florida's Departments of Health and Rehabilitative Services (HRS) and Education (DOE).

Activities: The project will develop Florida's electronic identification, tracking, and reporting system to include all state agencies providing services to at-risk children from birth through age 5 years and their families. It will permit the electronic upload of data from statewide programs at local sites in 67 school districts to the state DOE's mainframe system. The software for entering the identification, evaluation, and intervention forms on local personal computers will have the capability of data sorting and retrieval, report generation, longitudinal tracking, and evaluation. Training materials for using the C/S/P, DE, and DI forms will be developed. Statewide training of and system evaluation by DOE and HRS staff will be achieved through the state's satellite teleconference system. Written and videotape training materials will be developed for all system components.

Outcomes: The identification and tracking system will be able to generate counts and management reports of preschool children participating in early intervention programs by their risk factors; generate baseline information pertaining to readiness-to-start-school goals; and link identified preschool children to their educational performance in kindergarten and first grade. The system will be able to be used by public or private education, health, or social service agencies providing preschool early intervention services.

STREAM: Strengthening the Early Assessment Model Through the Refinement, Enhancement, and Further Implementation of Georgia's Tracking System for High-Priority Children

Statewide Data System Project
Grant No. H024J30006 (1993–96)
Fiscal Agency: Georgia Department of Human Resources, Division of Public Health

Carol C. Wilson, Director
Office of Disabilities Prevention, Maternal and Child Health Branch
Public Health, Department of Human Resources
2600 Skyland Drive NE, Upper Level
Atlanta, GA 30319
(404) 679-0531
Fax: 404-679-0686

Purpose: To refine, enhance, and fully implement Georgia's Child Tracking System (CLS) to systematically identify children at risk for developing disabilities, link them to services, and drive the overall planning and service development process to assure that the needs of these children are met.

Activities: Project activities fall within one of three phases. During the foundation phase, the data system and CLS programmatic elements will be enhanced and refined, including increasing user friendliness, improving data aggregation and analysis, and defining service system configurations based on levels of risk and outcomes. The second phase will include two local level efforts designed to provide learning on two key issues: a) utilization of the CLS as an agency planning and operational tool; and, b) development of more comprehensive assessments so that appropriate interventions to prevent or ameliorate developmental delays can be designed and tracking expanded beyond early childhood to school-entry age and subsequently to the early elementary grades. In the last phase, formal assessment of the status and success of the CLS will precede further system development and training and technical assistance. Results will be disseminated nationally.

Outcomes: The project will expand and improve screening of and services to children at risk of having developmental delays and their families. The tracking process will be expanded and data used to facilitate the design of service delivery models. The CLS will provide a mechanism to identify emerging areas of need, permitting effective advocacy for changes in the delivery system and funding levels of preventive services. CLS data will support legislative initiatives and drive formulation of policy around child and families services.

A Statewide Data Management System for At-Risk Children in North Dakota

Statewide Data System Project
Grant No. H024J30010 (1993–96)
Fiscal Agency: North Dakota Department of Public Instruction

Greg Gallagher, Director
Early Childhood Tracking System, Special Education
Department of Public Instruction
600 East Boulevard Avenue
Bismarck, ND 50505-0440
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Fax: 701-328-2461

Purpose: To design, develop, and disseminate a statewide, interagency data management system for children at risk of developing disabilities, from birth through 6 years, in North Dakota.

Activities: The project will design, develop, and disseminate a data management system for the North Dakota Early Childhood Tracking System and a compatible Interagency Module Data System that incorporates full case management functions for improved service efficiency and effectiveness. Interagency standards for data management will be developed and disseminated, which advance total quality assessments of children's service options. Interagency standards also will be developed and disseminated for the detailed, multidisciplinary analysis of local data files at the state and local levels, which advance the accuracy and reliability of information for public policy analysis.

Outcomes: The project will produce two compatible data management systems and a standard for future embellishments of state and local data systems.

LINCCS: Linking Interagency Networks for Comprehensive Computer Systems

Statewide Data System Project
Grant No. H024J30012 (1993–96)
Fiscal Agency: Ohio Department of Health

Cindy Oser, Project Director
Betty Sugarman, Coordinator
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Ohio Department of Health
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Columbus, OH 43266-0118
(614) 644-8453 (Oser)
(614) 466-0224 (Sugarman)
Fax: 614-644-1759 (Oser)
Fax: 614-728-2338 (Sugarman)

Purpose: To establish an interagency, multidisciplinary, coordinated, statewide system for identifying, tracking, and referring all categories of children, age birth to 8 years, who are biologically or environmentally at risk for having developmental delays.

Activities: The project will create and implement a data system to document the number and types of at-risk children in Ohio and will develop linkages with all appropriate existing child data and tracking systems. Child find activities required under Parts B and H of IDEA will be coordinated through activities that include the establishment of a collaborative interagency agreement and the development of referral procedures for use by primary referral sources. In collaboration with the Ohio Family and Children First Initiative, an appropriate service delivery system for families and children with at-risk factors will be defined, and the needs for additional services and barriers to fully meet the needs of children and families will be documented.

Outcomes: This project will contribute to the establishment of an environment in which state agencies will work together to furnish cohesive family-based policies and programs to serve the needs of Ohio's children and families. Data gathered will be used by state departments and agencies for providing and evaluating services for children and families.

National Early Childhood Technical Assistance System (NEC*TAS)

Technical Assistance Center
Contract No. HS-91-01-1001 (1991–96)
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina

Pascal Trohanis, Director
500 NationsBank Plaza
137 East Franklin Street
Chapel Hill, NC 27514
(919) 962-2001
SpecialNet: FPGCENTER
Fax: 919-966-7463

Purpose: To assist states and other designated governing jurisdictions in developing multidisciplinary, comprehensive, coordinated services for young children with special needs, birth through age 8, and their families under Part H and Part B-Section 619 of IDEA; and to assist projects in the Early Education Program for Children with Disabilities (EEPCD).

Activities: NEC*TAS has four goals: 1) to assist states and other desginated governing jurisdictions in developing and providing services for young children with special needs and their families in order to promote optimal developmental potential of these children and foster their full participation in family and community life; 2) to assist EEPCD projects in developing models for direct services to these children, inservice training, research and experimental programs, and outreach to local programs that help communities implement IDEA; 3) to link states and EEPCD projects so as to facilitate the exchange of information about models of services delivery and practice; and 4) to disseminate information about policies and practices nationally. Technical assistance is provided through meetings and workshops, on-site and telephone consultations, topical teleconferences, print products, information referral, SpecialNet, and networking opportunities. The NEC*TAS collaborative system consists of the coordinating office at the University of North Carolina, Federation for Children with Special Needs, Georgetown University Child Development Center, Hawaii University Affiliated Program at the University of Hawaii at Manoa, National Association of State Directors of Special Education (NASDSE), and ZERO TO THREE/National Center for Clinical Infant Programs (NCCIP). NEC*TAS draws on the expertise of its advisory board and consultants (professionals and parents) in providing technical assistance.

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Inservice training innovations — 83B, 87B, 89B, 90B, 91A, 91B, 92A, 92B, 93A, 94A, 96A, 97A, 97B, 98A, 98B, 99A, 99B, 100A, 100B, 101A, 101B, 102A, 102B, 103A, 103B, 104A, 104B, 105A, 105B, 106A, 106B, 107A, 107B, 108A, 108B, 109A, 109B, 110A, 110B, 111A, 111B, 112A, 113B, 115A, 115B, 116A, 116B, 119B, 121B, 124A, 125A, 125B, 128B, 129A, 129B, 130B, 131A, 131B, 134A, 137B, 138B

Preservice training innovations — 105B, 107B, 109A, 138A, 138B, 139B

Recruitment/retention strategies — 95A, 100A, 104A

Team-based training may include family members — 97A, 101A, 101B, 104B, 106B, 107A, 107B, 108A, 108B, 111B, 113B, 115A, 116A, 116B, 122B, 131B, 132B, 134B

Technical assistance/consultation model — 98A, 99B, 103A, 104B, 105B, 106B, 108A, 109B, 110B, 111A, 113A, 113B, 115B, 116A, 116B, 118A, 118B, 119B, 120A, 120B, 121A, 121B, 122A, 122B, 124A, 124B, 125A, 126B, 128B, 129A, 129B, 130B, 131A, 131B, 132B, 144A

Train-the-trainers model — 97A, 98A, 101B, 102A, 104B, 105A, 105B, 106B, 108B, 110B, 111B, 113B, 115A, 120A, 120B, 122B, 123A, 125A, 127B, 128B, 129A, 129B, 131B, 132A, 133A, 133B, 134A, 135A

Targeted Personnel

Personnel functions/disciplines

Administrators — 84B, 85A, 89B, 91B, 98A, 99A, 99B, 102A, 103A, 103B, 109B, 112A, 113A, 113B, 115B, 116A, 116B, 117B, 118A, 118B, 119B, 120B, 121A, 122A, 122B, 125A, 125B, 127A, 127B, 128B, 130A, 130B, 131A, 131B, 132A, 133A, 133B, 135B, 139A, 139B, 141A, 141B, 142A, 142B, 143A, 144A

Audiologists — 100A, 113B, 133A

Child life specialists — 124A

Targeted Personnel, *continued*

Personnel functions/disciplines. *continued*

Community-based child care/preschool providers — 83A, 83B, 84A, 84B, 85B, 86A, 88B, 89A, 91B, 92A, 93B, 94B, 95A, 96A, 97A, 98B, 99B, 100B, 101A, 102B, 104B, 105B, 107A, 107B, 108A, 108B, 111A, 113A, 113B, 114A, 114B, 115A, 115B, 116A, 116B, 118A, 118B, 120A, 120B, 121A, 121B, 122B, 123A, 123B, 125A, 125B, 127B, 128B, 129A, 129B, 130B, 131A, 131B, 132B, 133B, 134A

Community leaders — 89B

Consulting teachers — 102A, 105B

Early childhood educators, regular education — 84B, 89B, 91B, 92A, 97A, 98B, 99B, 103A, 107A, 108B, 109B, 113B, 114A, 114B, 115A, 115B, 116A, 117B, 118A, 119A, 120A, 120B, 121A, 121B, 122A, 123A, 123B, 125A, 125B, 127B, 128B, 129A, 129B, 130A, 130B, 131B, 133B, 134A, 135B

Early interventionists — 84A, 84B, 85B, 86A, 86B, 87A, 88A, 88B, 89A, 89B, 90A, 91A, 92A, 92B, 93B, 94A, 95A, 95B, 96A, 97A, 97B, 98A, 98B, 99A, 100A, 101A, 102A, 102B, 103A, 103B, 104A, 104B, 105A, 106A, 107A, 108B, 109A, 109B, 110A, 112A, 113A, 113B, 114A, 114B, 116A, 116B, 117A, 117B, 118A, 118B, 119A, 119B, 120A, 120B, 121A, 121B, 122A, 122B, 123B, 124B, 125A, 125B, 126A, 126B, 127A, 127B, 128B, 129B, 130A, 130B, 131A, 132A, 132B, 133A, 133B, 134B, 135A, 135B, 138B, 139A, 139B, 144A

Family members — 83A, 83B, 84A, 84B, 85B, 86A, 86B, 87A, 87B, 88A, 88B, 89A, 89B, 90A, 90B, 91A, 91B, 92A, 92B, 93A, 93B, 94A, 94B, 95A, 95B, 96A, 98A, 99B, 102A, 103B, 107A, 110A, 111A, 112A, 136A, 136B, 137A, 137B, 139A, 140A

Hospital personnel — 90A, 91A, 105A, 106B, 121A, 121B, 124A, 126A, 128A, 135A, 138B

Human services personnel — 86B, 88A, 88B, 90B, 91A, 94A, 121B

Institutes of higher education/post-secondary personnel — 97A, 97B, 102A, 103A, 103B, 105B, 106A, 109A, 112A, 113A, 118A, 118B, 125A, 127B, 133B, 138A

Information and referral specialists — 102B, 105B

Interagency coordinating council (ICC) members — 103B, 108B, 116B, 117B, 118B, 119B, 120B, 122A, 127A, 130A

Multidisciplinary team — 88B, 101A, 101B, 106B, 107A, 107B, 108A, 108B, 110B, 111B, 122B, 132B, 134B

Nurses — 105A, 119B, 121A, 121B, 124A, 125B, 126A, 127A, 128A, 128B, 135A

Occupational therapists — 105A, 113B, 114A, 114B, 119A, 119B, 122A, 122B, 123B, 124B, 125B, 126A, 127A, 127B, 128B, 130B, 133B, 135A, 135B

Paraprofessionals/aides/assistants — 84B, 89B, 91B, 95A, 96A, 99B, 100B, 102A, 102B, 105B, 107B, 113B, 114A, 114B, 115A, 115B, 116B, 119B, 121B, 122B, 123B, 124B, 125B, 127A, 127B, 128B, 129A, 130B, 132B, 133B, 135B, 137B

Parents/family members as service providers — 83B, 97A, 111B, 113B, 114B, 115A, 116A, 116B, 118A, 119B, 120B, 121A, 122A, 124A, 125A, 125B, 126A, 127A, 127B, 128A, 128B, 130B, 131B, 138B

Persons with disabilities as advocates or role models — 137A

Physical therapists — 105A, 113B, 114A, 114B, 116A, 116B, 119A, 119B,122A, 122B, 123A, 123B, 124A, 124B, 125B, 126A, 127A, 127B, 128B, 130B, 131B, 133B, 135A, 135B

Physicians/pediatricians — 105A, 110B, 121A, 121B, 124A, 126A, 128A, 128B, 135A, 138B

Psychologists — 113B, 119B, 123A, 123B, 124B, 125A, 127A, 127B, 128B

Recreation personnel — 113B, 116B, 128B

Respite care providers — 88A, 88B, 92A, 113B, 128B

Service coordinators/case managers — 86B, 88A, 88B, 91A, 92A, 94A, 94B, 98A, 108B, 110A, 112A, 113B, 118A, 118B, 119B, 121A, 122A, 122B, 124B, 125A, 127A, 128B, 130A, 135B

Social workers — 91A, 92B, 93A, 119A, 119B, 121A, 121B, 122B, 124A, 125A, 127A

Specialists in hearing impairment — 133A

Specialists in vision impairment — 132A

Speech-language pathologists — 100A, 105A, 113B, 114A, 114B, 116A, 116B, 119A, 119B, 122A, 122B, 123A, 123B, 124B, 125B, 126A, 127A, 127B, 128B, 130B, 133B

Team facilitators — 104B, 126A

Trainers — 97A, 101B, 102A, 105A, 105B, 106B, 111B, 134A

Volunteers — 88A

Settings

Center-based early intervention/therapeutic nursery/special preschool or K–2 — 84A, 84B, 86A, 86B, 87A, 88A, 88B, 92A, 92B, 93B, 95A, 95B, 96A, 99B, 101A, 102A, 104B, 107A, 110A, 111B, 114A, 116B, 117A, 117B, 118A, 119A, 120A, 121A, 121B, 122A, 123A, 123B, 124B, 125A, 125B, 126B, 127A, 127B, 128B, 130A, 130B, 134B, 135A, 135B, 136A

Targeted Personnel, continued

Settings, *continued*

Community-based child care/preschool — 83A, 83B, 84A, 84B, 85B, 86A, 87A, 88B, 89A, 91A, 91B, 92A, 92B, 93A, 93B, 94B, 95A, 96A, 97A, 99B, 100B, 101A, 102B, 103A, 104B, 105B, 107A, 108B, 111A, 111B, 113A, 113B, 114A, 114B, 115A, 115B, 116A, 116B, 117B, 118A, 120A, 121A, 121B, 122A, 122B, 123A, 123B, 124B, 125A, 127B, 129A, 129B, 130A, 130B, 131B, 132B, 134A, 135B, 136A, 137B, 139B

Family child care — 111A

Head Start — 130A, 132B

Public school preschool — 103A

Home-based early intervention/preschool services — 84A, 85B, 86A, 88A, 86B, 88B, 89A, 91A, 92A, 92B, 93B, 94B, 95A, 95B, 96A, 101A, 104B, 110A, 111B, 113B, 117A, 118A, 119A, 121A, 122A, 123A, 124B, 125B, 127A, 127B, 128B, 129B, 132A, 133A, 134B, 135A, 135B, 137A

Hospital or clinic setting — 90B, 91A, 92B, 95A, 105A, 110B, 124A, 128A, 135A, 138B

NICU — 124A, 128A, 135A, 138B

PICU — 124A, 135A

Human service agencies — 88A, 90B, 91A, 92B, 93A

Information and referral agency — 91A, 102B, 105B, 111A

Postsecondary institution — 97A, 97B, 102A, 103A, 103B, 105B, 106A, 109A, 113A, 127B

Regular school setting K–2, public or private — 84B, 89B, 99B, 107A, 108B, 109B, 113B, 114A, 114B, 120A, 121A, 128B, 131B, 133B

Enhancing Communication Skills of Young Children With Severe Disabilities Through Partner Programming

Field-Initiated Research Grant
Grant No.: H023C00126 (1990–95)
Fiscal Agency: Department of Speech and Hearing Science, University of Arizona

Jeanne Wilcox, Principal Investigator
Arizona State University
Department of Speech & Hearing Science
Tempe, AZ 85287-1908
(602) 965-9397

Purpose: To examine the immediate and longer term effects of early communication and language intervention procedures that are provided to interactive partners of young children with severe or multiple disabilities.

Outcomes: Anticipated products of the project include a series of manuals, journal articles, and professional training workshops. These products will facilitate the translation of project findings into practice.

A Longitudinal Study of Developmental Patterns of Children Who Are Visually Impaired

Field-Initiated Research Grant
Grant No.: HO23C10188 (1992–96)
Fiscal Agency: University of Colorado

Kay Ferrell, Principal Investigator
Division of Special Education
College of Education
University of Colorado
Greeley, CO 80639
(303) 351-2691

Purpose: To examine the sequence and rate of development of children, ages birth to 6 years, who are blind or visually impaired, to determine what, if any, differences exist, and what variables might be identified as predictors of or correlates to development.

Outcomes: Project data will be pooled with previous data and reported to the field by means of project reports, journal articles, and a final report.

Maternal Responsiveness and Child Competency in Deaf and Hearing Children

Field-Initiated Research Grant
Grant No.: H023C10077 (1991–94)
Fiscal Agency: Gallaudet University

Donald Moores
Gallaudet University
KDES-PAS #9
800 Florida Avenue NE
Washington, DC 20002
(202) 651-5206
Fax: 202-651-5458

Purpose: To analyze the ways in which deaf and hearing parents respond to their infants' interactive behaviors and signals; and to examine relationships between these and later developmental outcomes for the child.

Outcomes: The project will describe the dynamics of parental interaction with deaf and hearing infants for use in developing guidelines for early intervention professionals and parents of deaf infants. Products will include a research monograph and a book geared toward a non-research oriented population. The project also will provide direct inservice training to service providers.

Facilitation of Intersubjectivity to Remediate Language Delay of Preschool Children With Mental Retardation

Field-Initiated Research Grant
Grant No.: H023C20077 (1992–96)
Fiscal Agency: University of Illinois

Abigail Baxter, Principal Investigator
Institute for the Study of Developmental Disabilities
College of Education
University of Illinois
P.O. Box 6998 M/C 551
Chicago, IL 60608
(312) 413-1403
Fax: 312-413-1993

Purpose: To investigate the effectiveness of interventions to facilitate language development in toddlers and preschoolers with mental retardation.

Outcomes: The project will develop an observational technology from which complex social process descriptions can be completed, analyzed, and used as the basis for suggestions on how to modify interactions with young children with handicaps. Project studies will provide evidence about the relative effectiveness of new language intervention techniques.

Expanding Behavioral Momentum: Linking High-Probability Requests and Peer Interactions to Promote Skill Acquisition and Generalization in Young Children With Severe Disabilities

Field-Initiated Research Grant
Grant No. H023C30089 (1993–98)
Fiscal Agency: University of Minnesota, Institute on Community Integration

Carol Davis and Mary McEvoy, Principal Investigators
Institute on Community Integration
102 Pattee Hall, University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 626-7819

Purpose: To expand previous work in behavioral momentum by embedding the high-probability request sequence into peer social interactions, then using these sequences to promote social, motor, communication, and self-help skills.

Outcomes: The project will develop an empirically based, socially validated curriculum that can be used by professionals and parents to teach children with severe disabilities across settings and developmental domains.

Open Enrollment and Students With Handicaps: Issues, Implementation, and Policy

Field-Initiated Research Grant
Grant No. H023C80004 (1990–95)
Fiscal Agency: University of Minnesota

James Ysseldyke
350 Elliott Hall
University of Minnesota
75 East River Road
Minneapolis, MN 55455
(612) 624-4014

Purpose: To conduct a 5-year naturalistic investigation in Minnesota on the effects of open enrollment, in order to understand the benefits and problems that result from its implementation.

Outcomes: Anticipated outcomes include a knowledge and data base, technical reports, and specific usable documents for policy makers.

Prenatal Cocaine Exposure and Social Development of Young Children

Field-Initiated Research Grant
Grant No. H023C10092 (1991–96)
Fiscal Agency: University of Minnesota, Institute on Community Integration

Scott McConnell and Mary A. McEvoy, Principal Investigators
Institute on Community Integration
102 Pattee Hall, University of MN
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-6300
Fax: 612-625-6619

Purpose: To conduct descriptive and intervention-based research that will increase knowledge regarding social and other developmental outcomes for young children who have been exposed prenatally to cocaine, and regarding resources for providing early intervention to this group.

Outcomes: The project will disseminate training manuals and research reports.

Age of Peers and Its Effects on the Social Interactions of Preschoolers With Disabilities

Field-Initiated Research Grant
Grant No. H023C20168 (1992–97)
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina

Don Bailey, Principal Investigator
Frank Porter Graham Child Development Center
University of North Carolina
105 Smith Level Road
CB# 8180
Chapel Hill, NC 27599-8180
(919) 966-4250
Fax: 919-966-7532

Purpose: To investigate the extent to which age of peers influences the development of social skills among preschoolers with disabilities.

Outcomes: Project studies will increase understanding of how peers influence social interactions of young children with disabilities, and can improve the design of early intervention programs to better promote social competence.

Efficacy of Early Intervention: Long-Term Effects

Field-Initiated Research Grant
Grant No. H023C00062 (1990–95)
Fiscal Agency: Western Carolina Center Foundation

Carol Trivette, Principal Investigator
Western Carolina Center
300 Enola Road
Morganton, NC 28655
(704) 433-2661
Fax: 704-438-6457

Purpose: To assess the long-term effects of early intervention with a group of 750 children, now 10 to 15 years of age, who were infants and toddlers with handicapping conditions or who were developmentally at risk when they participated in the Family, Infant, and Preschool Program from 1972 to 1988.

Outcomes: The research will produce a sizeable database containing defined variables related to the effects of early intervention and findings that could be used for policy and placement decisions. The research findings will be presented at conferences and in newsletters and journals.

A Longitudinal Study of Young Children With Fragile X Syndrome and Their Families

Field-Initiated Research Grant
Grant No. H023C30081 (1993–98)
Fiscal Agency: University of North Carolina, Frank Porter Graham Child Development Center

Don Bailey, Principal Investigator
Frank Porter Graham Child Development Center
University of North Carolina
105 Smith Level Road
CB# 8180
Chapel Hill, NC 27599-8180
(919) 966-4250
Fax: 919-966-7532

Purpose: To conduct a longitudinal study of the development of at least 100 boys, between birth and 72 months of age, with Fragile X syndrome.

Outcomes: The project will develop a foundation for future proposals including a longitudinal life-span study of individuals with Fragile X syndrome and their families, as well as other research linking biological and environmental factors to developmental outcomes.

Treatment in Early Intervention: A Controlled Longitudinal Comparison of Treatment Models

Field-Initiated Research Grant
Grant No. H023C80008 (1990–95)
Fiscal Agency: University of North Carolina, Frank Porter Graham Child Development Center

Don Bailey, Principal Investigator
Frank Porter Graham Child Development Center
University of North Carolina
105 Smith Level Road
CB# 8180
Chapel Hill, NC 27599-8180
(919) 966-4250
Fax: 919-966-7532

Purpose: To study the relative merits of integrated treatment and isolated treatment.

Outcomes: The anticipated outcome is that teachers, administrators, and policy makers will have empirical evidence to guide them in the most effective model for delivering occupational therapy, physical therapy, speech and language therapy, and special education.

Investigations of Early Motor Intervention Procedures

Field-Initiated Research Grant
Grant No. H023C30127 (1991–96)
Fiscal Agency: Children's Hospital Medical Center of Akron

Gerald Mahoney, Principal Investigator
Children's Hospital Medical Center of Akron
Family Learning Center
One Perkins Square
Akron, OH 44308
(216) 633-2055
Fax: 216-633-2658

Purpose: To investigate the relative effectiveness of two motor intervention approaches — the Neurodevelopmental Therapy (NDT) approach and the Peabody Developmental Motor Program (PDM) — with children with Down syndrome and cerebral palsy.

Outcomes: Both quantitative and qualitative procedures will be used to assess outcomes of the two approaches. The study also will determine whether the effects of these curricula are replicable across sites, and a cost benefits analysis will examine the magnitude of motor gains attained as a function of the monetary and family resource expenditures that are required to produce these gains.

The Impact of Federal Policy and Resulting Legislation on Family Systems

Field-Initiated Research Grant
Grant No. H023C10103 (1991–96)
Fiscal Agency: Department of Education and Psychology, University of Oklahoma

Kathryn Haring, Principal Investigator
Department of Education & Psychology
820 Van Vleet Oval, Room 325
University of Oklahoma
Norman, OK 73019-0260
(405) 325-5974
Fax: 405-325-3242

Purpose: To study how early intervention services provided to infants and toddlers impact families, and how families perceive these services.

Outcomes: The project will provide information that will assist professionals in policy development, serve as a basis for modifications or service provision, and provide a foundation for the development of future research. Anticipated outcomes include annual research reports, a monograph, a book, and a field guideline for parent involvement in early intervention.

Validation and Field Trial of a Multiple Gating Approach to Preschool Screening for Behavior Problems

Field-Initiated Research Grant
Grant No. H023C30017 (1993–97)
Fiscal Agency: Oregon Research Institute

Herbert Severson, Principal Investigator
Oregon Research Institute
1899 Willamette
Eugene, OR 97401
(503) 484-2123

Purpose: To assess the psychometric characteristics and validity of a multiple gating screening procedure designed to identify preschool children, ages 3 through 5, who are at risk of behavior problems.

Outcomes: The research will produce systematic, cost-effective procedures and instruments for the early identification of preschool students exhibiting behavioral profiles that put them at risk for more severe behavior disorders.

Programming Integration of Preschoolers (Project PIP): Developing Peer Relationships Between Children With and Without Developmental Disabilities

Field-Initiated Research Grant
Grant No. H023C10167 (1991–96)
Fiscal Agency: University of Pittsburgh

Howard Goldstein, Principal Investigator
University of Pittsburgh
3600 Forbes Avenue, Suite 500
Pittsburgh, PA 15213
(412) 624-0921
Fax: 412-624-0926

Purpose: To investigate the effects of interventions designed to enhance social-communicative interaction among preschoolers with developmental disabilities.

Outcomes: The research will provide insight into the viability of applying an exchange theory framework to the prevention and remediation of social-communicative skill deficiencies. The experimental procedures developed and validated in the study will form the basis of two training manuals on (a) intervention to promote constructive social-communicative interaction in integrated preschools, and (b) facilitating social adaptation of children with disabilities during transitions from preschool.

Project LEARN (Learning Efficiently: Acquisition of Related Non-Target Behaviors)

Field-Initiated Research Grant
Grant No. H023C90120 (1989–94)
Fiscal Agency: Allegheny-Singer Research Institute

Mark Wolery
Allegheny-Singer Research Institute
320 East North Avenue
Pittsburgh, PA 15212
(412) 359-3596
Fax: 412-231-4620

Purpose: To evaluate acquisition and generalization of nontarget behaviors presented during attentional/orientational cues prior to presenting a learning trial, and those presented during feedback after correct and incorrect responses.

Outcomes: The project will describe how to use (a) antece- dent events to facilitate acquisition of related, nontarget behaviors, and (b) consequent events to facilitate acquisition of related, nontarget behaviors.

Understanding and Improving Long-Term Outcomes for Children With Autism

Field-Initiated Research Grant
Grant No. H023C30130 (1993–95)
Fiscal Agency: St. Peter's Child Development Center, Inc.

Phillip Strain, Principal Investigator
Early Learning Institute — RTE Division
2500 Baldwick Road, Suite 200
Philadelphia, PA 15205
(412) 922-8322

Purpose: To provide a school- and home-based ecobehavioral assessment and subsequent functional analysis of the current status of 6- to 15-year-old children with autism, who received comprehensive early intervention services.

Outcomes: Expected outcomes include a comprehensive listing of historical and contemporaneous school and home variables that are associated with autistic children's follow-up status, and a validated set of school- and family-based intervention procedures for improving the follow-up status of children with autism.

The Generalized Effects of Early Language Intervention

Field-Initiated Research Grant
Grant No. H023C10031 (1991–94)
Fiscal Agency: Peabody College, Vanderbilt University

Ann Kaiser, Principal Investigator
Department of Special Education
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-0816
Fax: 615-322-8236

Purpose: To analyze the generalized effects of milieu teaching on preschool children's communication skills; and to determine if secondary risks can be ameliorated through applications of milieu teaching.

Outcomes: The project will provide a comprehensive analysis of generalization that will inform both theory and practice strategies for generalizing newly learned language skills across communication contexts. It also will offer an analysis of a new milieu intervention that has potential for reducing the secondary risks associated with early language deficiencies.

Generalized, Transitional, and Longitudinal Effects of Prelinguistic Communication Intervention

Field-Initiated Research Grant
Grant No. H023C20152 (1993–97)
Fiscal Agency: Vanderbilt University

Paul Yoder, Principal Investigator
Peabody College
Vanderbilt University
Room 512 Kirkland Hall
Nashville, TN 37240
(615) 322-8464

Purpose: To investigate the effects of prelinguistic communication intervention on children's generalized prelinguistic communication skills, on parents' use of behaviors that facilitate children's language development, and on children's language development and linguistic communication.

Outcomes: Project findings will provide insight into the bidirectional assumption of the family-systems approach to intervention and the transactional theory of development. Project results and validated intervention procedures will be disseminated to practitioners and researchers.

A Longitudinal Follow-Up of Graduates From Two Contrasting Preschool Instructional Models: Phase 2

Field-Initiated Research Grant
Grant No. H023C30007 (1993–94)
Fiscal Agency: University of Washington

Joseph Jenkins, Principal Investigator
University of Washington
Experimental Education Unit, WJ10
Seattle, WA 98195
(206) 543-4011

Purpose: To study both the lasting effects of two approaches to preschool education and the course of development of preschool graduates as they progress from childhood to adolescence, passing through two critical school transition periods.

Outcomes: The project will generate information on: the ability to match instructional programs to students; the long-term effects of early intervention models; periods of readiness and of risk in children; the relationship between early cognitive and linguistic functioning and later skill development; and the validity of initial judgments of risk based on early assessments.

Educating Young Disabled African-American Children in the Context of Their Families: A Search for Variability

Initial Career Award Grant
Grant No. H023N10022 (1991–94)
Fiscal Agency: Department of Special Education, University of South Florida

Daphne Thomas, Principle Investigator
University of South Florida
Department of Special Education
4202 East Fowler Avenue, HMS 475
Tampa, FL 33620-8350
(813) 974-3410

Purpose: To carry out a systematic, comprehensive analysis of characteristics of African-American families, with particular reference to the caregiving and intervention needs of children with or at risk for educational disabilities.

Outcomes: The project will enhance the concept of cultural sensitivity as it relates to African-American families with disabled and at-risk children. Proposed products include reviews of literature, research monographs, articles, protocols, and workshops.

An Ecobehavioral Approach for Assessment and Prevention of Behavior Disorders for Young Children and Their Families

Research on General Education, Teacher Planning, and Adaptation for Students With Handicaps Grant
Grant No. H023E20034 (1992–95)
Fiscal Agency: University of Kansas

Debra Kamps, Principal Investigator
Institute for Life Span Studies
University of Kansas
1052 Dole
Lawrence, KS 66045
(913) 321-3143

Purpose: To address the critical needs of students from impoverished backgrounds through investigation of an early prevention and intervention program for children living in poverty, including minority groups, who exhibit serious behavior and conduct disorders.

Outcomes: Project results and products will be disseminated through presentations at national and state conferences; written reports for specific parties, organizations, and networks; incorporation into university coursework; and submissions to professional publications.

Play Project: Using Play to Teach About Objects, Events, and Language

Small Grant
Grant No. H023A30050 (1993–95)
Fiscal Agency: Northeastern University

Karin N. Lifter, Principal Investigator
Northeastern University
360 Hunting Avenue
Boston, MA 02115
(617) 437-2485

Purpose: To execute a series of studies using play activities as a medium of assessment and intervention designed to improve the instruction and learning of preschoolers with autism or autistic-like behaviors.

Outcomes: The project will develop new methodologies for intervention and advances in assessment for preschoolers with developmental disabilities. Project products will include a refined play assessment instrument, a manual, and a set of training materials that incorporate language objectives and play objectives into a developmentally appropriate sequence of play activities for use by teachers in an integrated classroom.

Generalization Tactics for Increased Social Behavior

Small Grant
Grant No. H023A20067 (1992–94)
Fiscal Agency: University of Minnesota

Scott McConnell, Principal Investigator
Institute on Community Integration
University of Minnesota
150 Pillsbury Drive SE, 102 Patee Hall
Minneapolis, MN 55455
(612) 624-6365
Fax: 612-625-6619

Purpose: To investigate ways to implement generalization tactics to increase the social interaction of children with and without disabilities in nontreatment settings.

Outcomes: The project will identify generalization tactics that are effective, applied, and easy to implement. Dissemination efforts will primarily target early intervention personnel. Research findings will be prepared for publication in professional journals serving early interventionists and researchers.

An Observational Analysis and Validation of Social and Survival Skills for Preschool and School-Age Children With and Without Disabilities

Small Grant
Grant No. H023A20130 (1992–94)
Fiscal Agency: East Tennessee State University Center for Early Childhood

James Fox, Principal Investigator
East Tennessee State University
Center for Early Childhood
P.O. Box 70,434
Johnson City, TN 37614-0434
(615) 929-5824

Purpose: To empirically evaluate social and academically related behaviors that are effective in producing positive interactions with peers and with adults, and to examine any differences in these behaviors for preschool- and early elementary-age children with and without disabilities.

Outcomes: Project results will be used to further develop and refine social and school survival skills programs for preschool- and elementary-age students with disabilities. Findings will be disseminated by means of articles in research- and practitioner-oriented journals, conference presentations, and written products in the ERIC system.

Observational Assessment of Social Goals and Strategies of Young Children With Disabilities and Their Peers

Small Grant
Grant No. H023A30035 (1993–95)
Fiscal Agency: Vanderbilt University

William Brown, Principal Investigator
Vanderbilt University
Room 512, Kirkland Hall
Nashville, TN 37240
(615) 322-2249

Purpose: To develop an observational assessment system for measuring the social goals and social strategies that children with and without disabilities employ in interactions with their peers.

Outcomes: The project will provide researchers with a tool for investigating more closely the nature of peer interactions of children with and without disabilities. The project expects to be able to identify types of goals for which children with disabilities are less successful compared to their nondisabled peers.

Transition Reactions of Families Whose Children Move From Infant Intervention Programs to Preschool Intervention Programs

Small Grant
Grant No. H023A30111 (1993–95)
Fiscal Agency: University of Texas Medical Branch

Christine Baker and Virginia Niebuhr,
Principal Investigators
University of Texas Medical Branch
301 University Boulevard
Galveston, TX 77555-0136
(409) 772-2357

Purpose: To study families' reactions as they are exposed to the transition of their infants from an infant intervention program to a preschool intervention program.

Outcomes: The project will study commonalities and diffferences in families' transition reactions and staff reactions as to how to best assist families. A methodology for interaction will result. Findings are expected to directly impact infant and preschool intervention programs in planning for the transition of children with developmental disabilities.

Family Functioning in Families of Children With Disabilities: An Intensive Psychometric Investigation of Five Family Measures

Small Grant
Grant No. H023A30055 (1993–94)
Fiscal Agency: Utah State University

Susan Crowley, Principal Investigator
Psychology Department
Utah State University
Logan, UT 84322-2810
(801) 797-1251

Purpose: To conduct a full psychometric assessment of five of the most widely used measures of family functioning for families of children with disabilities: Parenting Stress Index, Family Adaptability and Cohesion Evaluation Scales, Family Resource Scale, Family Support Scale, and Family Inventory of Life Events and Changes.

Outcomes: Analyses results will provide researchers and clinicians with additional psychometric information necessary for appropriate and ethical use of these measures. This information will impact family assessment strategies and efforts to evaluate current early intervention programs.

A Feasibility Study for an Evaluation of Part H Outcomes

State Agency/Federal Evaluation Studies Grant
Grant No. H159F20008 (1992–94) and
H159F30008 (1993–94)
Fiscal Agency: Hawaii State Department of Health

Beppie Shapiro and Jean Johnson,
Principal Investigatosr
Family Health Services Division
Department of Health
1600 Kapiolani Boulevard, Suite 1401
Honolulu, HI 96814
(808) 957-0066 (Shapiro)
957-0662 (Johnson)

Purpose: To investigate the parameters of a future evaluation of Part H outcomes, specifically addressing the questions of what happens to children who "age out" of Part H services, what later services they receive, and what future developmental and educational outcomes they achieve.

Outcomes: Following completion of the pilot studies, an evaluation design will be finalized. The design will consider statistical and observational results of the pilot studies, advisory group and stakeholder input, best practices in educational evaluation, and available funding resources.

A Study of Variables That Influence the Outcomes of High School Students With Disabilities in Regular Education Settings

State Agency/Federal Evaluation Studies Grant
Grant No. H159A30009 (1993–95)
Fiscal Agency: New Hampshire Department of Education

Jane Weissman, Principal Investigator
New Hampshire Department of Education
101 Pleasant Drive
Concord, NH 03301
(603) 271-3741

Purpose: To conduct a study that will increase local district capacity to systematically monitor on an ongoing basis the outcomes achieved by high school students with disabilities in regular education placements and to determine factors that correlate with student success.

Outcomes: Schools through the state will be helped in accessing and using student outcome data for program improvement.

An Evaluation of Family-Centered, Coordinated Part H Services in North Carolina

State Agency/Federal Evaluation Studies Grant
Grant No. H159A20007 (1992–94)
Fiscal Agency: North Carolina Department of Human Resources

Patricia Porter, Principal Investigator
Department of Human Resources
Division of MH/DD/SAS
325 North Salisbury Street
Raleigh, NC 27603
(919) 733-3654

Purpose: To describe the status of the implementation of family-centered services and local interagency service coordination; to identify enablers and barriers to family-centered, coordinated service delivery; and to develop new instruments and use existing instruments for the purpose of statewide evaluation.

Outcomes: Information from this project can be used to revise policies and training provided to improve the functioning of local ICCs and practices of service providers from different disciplines and agencies.

Evaluating Ohio's I HSAP 1990-1993

State Agency/Federal Evaluation Studies Grant
Grant No. H159F30005 (1993–94)
Fiscal Agency: Ohio State Department of Health

Cindy Oser, Principal Investigator
Ohio Department of Health
246 North High Street
PO Box 118
Columbus, OH 43266-0118
(614) 644-8453
Fax: 614-644-1759

Purpose: To determine the best method to evaluate the Ohio Infant Hearing Screening and Assessment Program, a comparison will be made between a retrospective study and a prospective study.

Outcomes: Reports of the study will be disseminated through professional journals, conference presentations, and to groups requesting assistance.

Teaching Vocabulary Comprehension Concepts in Preschool Physical Education to Children With Disabilities

Student-Intiated Research Grant
Grant No. H023B20009 (1992–95)
Fiscal Agency: Michigan State University

F. Connor, Principal Investigator
Department of Physical Education & Exercise Science
Michigan State University
132 IM Sports Circle
East Lansing, MI 48824
(517) 355-4744

Purpose: To teach selected vocabulary concepts within a physical education setting to preschool children with impairments in cognitive, motor, social, and/or communication development.

Outcomes: An instructional model will result which can be used in other curricular activities to further enhance the education of preschool children with disabilities.

An Exploratory Study of Preschool Environments

Student-Initiated Research Grant
Grant No. H023B30050 (1993–94)
Fiscal Agency: University of Oregon

Diane Bricker, Principal Investigator
Center on Human Development
University of Oregon
901 East 18th Avenue
Eugene, OR 97403
(503) 346-0807

Purpose: To describe three preschool classrooms whose staff indicates that they employ either developmentally appropriate practice, activity-based intervention, or direct instruction.

Outcomes: The information gathered from this project will assist in providing a foundation for procedural validity of the three approaches. With an understanding of the ecological makeup of each curricular approach, families and professionals may be better able to make informed placement decisions for young children with special needs.

Microcomputer Interaction to Enhance Young Disabled Children's Development and Family Expectations

Technology in Education Grant
Grant No. H180R10012 (1992–94)
Fiscal Agency: University of California

Judy Howard, Principal Investigator
UCLA Department of Pediatrics
405 Hilgard Avenue
Los Angeles, CA 90024-1797
(213) 825-9472

Purpose: To quantifiably demonstrate the impact of interactive microcomputers on the development of young children with disabilities and on satisfaction in parenting.

Outcomes: The project will disseminate written and audiovisual materials to educators, policy makers, professional associates, and parents with the aim of expanding the use of this technology to larger numbers of children, their parents, and teachers.

Expressive Arts Project for Young Children With Disabilities

Technology in Education Grant
Grant No. H180D20019 (1992–94)
Fiscal Agency: Western Illinois University

Patricia Hutinger, Principal Investigator
College of Education
Western Illinois University
Macomb, IL 61455
(309) 298-1634
Fax: 309-298-2305

Purpose: To develop, field test, and disseminate a developmentally appropriate early childhood arts technology curriculum and an accompanying interactive CD-ROM for young children with disabilities, their families, and program team staff.

Outcomes: The project will produce training materials and a prototype implementation and training package, including personnel and family training manuals and caption videotapes and/or videodiscs. Marketing and dissemination activities will be undertaken with assistance from Apple Developer Group's Business and Marketing Services.

Final Development and Field Testing of a Baby Babble Blanket

Technology in Education Grant
Grant No. H180E20032 (1992–95)
Fiscal Agency: Northeastern University

Linda Ferrier, Principal Investigator
Speech Pathology & Audiology
Northeastern University
423 Lake Hall
360 Huntington Avenue
Boston, MA 02115
(617) 437-5754

Purpose: To intervene with infants with cerebral palsy using Baby Babble Blanket (BBB), a Macintosh-based early communication and environmental control system. The BBB will be further developed and field tested in home and school environments.

Outcomes: The project will disseminate a completed version of the software, manuals, and help screens; digitized sound libraries; training procedures and videotapes; evaluations of the blanket; and guidelines for appropriate use with case descriptions and suggestions for educational planning.

Project EXALTT: Exploring the Arts and Literacy Through Technology

Technology in Education Grant
Grant No. H180D20015 (1992–94)
Fiscal Agency: University of North Carolina

Jane Steelman, Principal Investigator
School of Medicine
University of North Carolina
Chapel Hill, NC 27599
CB #8135
(919) 966-7486

Purpose: To develop a technology application to enhance experiences in graphic arts, music, and literacy for children with disabilities. A multimedia exploration tool (MET) will be designed, developed, and field tested to meet this need.

Outcomes: The project will share information about the MET and research findings based upon its use through publication in journals and newsletters, and through conference presentations.

PROJECT WRITE: Writing and Reading Instruction Through Technology, Educational Media and Materials

Technology in Education Grant
Grant No. H180G20016 (1993–96)
Fiscal Agency: University of North Carolina at Chapel Hill

David Koppenhaver, Principal Investigator
Department of Medical Allied Health Professions
School of Medicine
University of North Carolina
CB #8135
Chapel Hill, NC 27599
(919) 966-7486

Purpose: Project goals include investigating the availability, quality, use, and effectiveness of technology, educational media, and materials in current instructional settings for children with developmental disabilities, ages 3 to 12 years.

Outcomes: The project will share research findings through publications and through conference presentations, notably the Carolina Literacy symposium.

National Center to Improve the Tools of Educators (NCITE)

Technology in Education Grant
Grant No. H180M1[illegible]01–96)
Fiscal Agency: [illegible]y of Oregon

Doug[illegible]e and Edward Kameenui,
Pri[illegible]vestigators
Univer[illegible]of Oregon
170 College of Eduction
Eugene, OR 97403-1215
(503) 485-1163

Purpose: To establish a center to advance the quality of technology, media, and materials (TMM) for providing special education and related services to children with disabilities. Major activities will include developing a strategic framework for aligning the design of TMM with the needs of children, educational activities, and procedures; conducting analyses and syntheses of quality TMM; and providing networks, exchanges, meetings, and focus groups to review and exchange information.

Outcomes: The center will disseminate research syntheses; newsletters; and guidelines for producers, developers, and publishers of TMM.

Features That Work for Teachers: Software Design in Early Childhood Special Education

Technology in Education Grant
Grant No. H180F20009 (1992–94)
Fiscal Agency: George Mason University

Michael Behrmann, Principal Investigator
Center for Human Disabilitiies
George Mason University
4400 University Drive
Fairfax, VA 22030
(703) 993-3670

Purpose: To implement a multiple methodological approach to identify, evaluate, and disseminate information on commercial software features that are effective in addressing the learning characteristics for young children with disabilities, and meeting their developmental content and instructional needs via technology.

Outcomes: The project will develop an electronic database of the knowledge base developed, and will develop guidelines for publishers, practitioners, and trainers.

Early Intervention for Infants/Toddlers and Their Families: A Cross-Disciplinary Professional Training Program

Infant/Toddler Personnel Grant
Grant No. H029Q90042 (1989–94)
Fiscal Agency: Auburn University

Samera Baird, Director
Department of Rehabilitation and Special Education
1234 Haley Center
Auburn University
Auburn, AL 36849
(205) 844-5943
Fax: 205-844-5785

Target of Training: Students from the fields of nursing, social work, school psychology, communication disorders, psychology, audiology, child development, and marriage and family therapy.

Training Program: Training will consist of information and skill development in the competencies needed by a primary service provider for an infant or toddler with special needs, and that child's family. The program will develop training materials for use in other institutions or agencies in Alabama and the Southeast.

Preparing Personnel for Early Intervention in Rural Settings: A Field-Based Master's Program

Infant/Toddler Personnel Grant
Grant No. H029Q10091 (1991–96)
Fiscal Agency: Auburn University

Samera Baird, Director
Department of Rehabilitation and Special Education
1234 Haley Center
Auburn University
Auburn, AL 36849
(205) 844-5943
Fax: 205-844-5785

Target of Training: Graduate students with undergraduate degree in early childhood education, early childhood special education, or a related field, particularly noncertified personnel currently working in early intervention or preschool programs and on recruiting minority students.

Training Program: The program offers opportunities for full- or part-time study. Intensive on-the-job supervision (mentorship) will be provided and existing competencies, course work, and field experiences will be refined to address the provision of early intervention and preschool services in rural settings. Emphasis will be placed on serving children from racial, ethnic, and linguistic minorities.

Project Integrate: A Collaborative Interdisciplinary Approach to Training Graduate Students in Early Childhood Special Education, Early Childhood Education, and Child Development

Infant/Toddler Personnel Grant
Grant No. H029Q30057 (1993–98)
Fiscal Agency: The University of Alabama

Robert Wells and Martha Cook
Special Education
The University of Alabama
Box 870104
Tuscaloosa, AL 35487-0231
(205) 348-8878 (Wells)
348-7931 (Cook)

Target of Training: Graduate students, especially current service providers, in early childhood special education, early childhood education (ECSE), and child development. Recruitment emphasizes minority educators and child development specialists from rural settings.

Training Program: The project will develop and implement a dual course of study in ECSE and child development to prepare educators to work with young children with special needs and their families. All participants will complete two practica and an additional course focusing on consultation/collaboration and cultural diversity.

Training of ECEH Personnel and Minority Recruitment

Infant/Toddler Personnel Grant
Grant No. H029Q20024 (1992–97)
Fiscal Agency: Auburn University at Montgomery

James Wright, Director
School of Education
Auburn University at Montgomery
7300 University Drive
Montgomery, AL 36117-3596
(205) 244-3415 or -3457
Fax: 205-244-3762

Target of Training: Undergraduate and master's-level students in the early childhood education for the handicapped (ECEH) program at Auburn University.

Training Program: The project will enhance and redesign both the undergraduate and graduate ECEH programs, shifting the program emphasis from the present 3 through 9 years of age to the new state ECEH ages of birth through 5 years. In addition to these changes, the project will also aid in recruiting minority students into the programs. Six undergraduate stipends and two master's level stipends are funded during each project year.

EDUCATE — Extended Delivery of University Courses for Accessible Teacher Education

Infant/Toddler Personnel Grant
Grant No. H029Q20071 (1992–97)
Fiscal Agency: University of Arizona

Jeanne McCarthy, Director
Department of Special Education and Rehabilitation
College of Education
University of Arizona
Tucson, AZ 85721
(602) 621-3248 or -0936
Fax: 602-621-3821

Target of Training: Professionals, paraprofessionals, special educators, and special education administrators who are interested in gaining knowledge, skills, and endorsement in early childhood special education; and, families of children with disabilities.

Training Program: The project will focus on the preservice training of personnel working in rural areas, with particular priority given to American Indian communities. Short-term training also will be provided to parents of children with disabilities and nondegreed personnel who are currently serving as classroom aids or Indian Head Start personnel. On-site training will be provided in five rural regions via video technology and using distal coordinators. A summer intensive training institute will be held during the summers following years 1 through 4.

Training Personnel to Serve Infants, Toddlers, and Preschoolers

Infant/Toddler Personnel Grant
Grant No. H029Q10040 (1991–96)
Fiscal Agency: Arizona State University

M. Jeanne Wilcox, Director
Department of Speech & Hearing Science
Arizona State University
Tempe, AZ 85287-0102
(602) 865-9396
Fax: 602-965-0965

Target of Training: Students seeking graduate training in speech-language pathology.

Training Program: The project provides intensive, field-based experiences to prepare students to work with infants, toddlers, and preschool children with disabilities and their families. Course work focuses on communication intervention for early childhood settings. The program will emphasize the design and implementation of culturally sensitive services, with particular attention to serving Hispanic and American Indian families and children. Training leads to a master's degree in speech and hearing science, with a concentration in early childhood intervention.

Preparing Paraprofessionals as Early Intervention Facilitators

Infant/Toddler Personnel Grant
Grant No. H029Q90077 (1989–94)
Fiscal Agency: Focus, Inc.

Barbara Semrau, Director
Focus, Inc.
2917 King Street, Suite C
Jonesboro, AR 72401
(501) 935-2750

Target of Training: Paraprofessional students at the associate degree level.

Training Program: The program will develop a training program to prepare paraprofessional early intervention facilitators, based on a unified set of competencies. Training will consist of classroom instruction, modeling of training techniques, and practicum experiences. Course work will address early intervention for infants and toddlers with disabilities, family-focused service coordination, communication intervention procedures, and introduction to habilitative procedures. Supervisory training also will be provided to selected trainees.

Preparing Teachers for Careers in Early Childhood Special Education

Infant/Toddler Personnel Grant
Grant No. H029Q20033 (1992–96)
Fiscal Agency: University of Arkansas at Little Rock

Mary Hendricks, Director
Special Education & Gifted Education Programs
University of Arkansas at Little Rock
2801 South University
Little Rock, AR 72204
(501) 569-3054
Fax: 501-569-8694

Target of Training: Master's-level students in special education; a special interdisciplinary incentive attracts students in speech-language pathology, nursing, physical therapy, and social work.

Training Program: The project will expand the master's degree program to prepare preschool teachers and infant interventionists. The 36-hour master's program will emphasize the importance of interdisciplinary teaming, broad-based training, and integrated services. Special program features include off-campus courses and an interdisciplinary incentive stipend designed to encourage and support interdisciplinary training experiences for students. The program will enroll 20–25 students each semester, and will support 4 full-time students, 18 part-time students, and 4 interdisciplinary incentive students.

Training of Personnel for Careers in Special Education — Early Intervention Services/Infants

Infant/Toddler Personnel Grant
Grant No. H029Q20176 (1992–96)
Fiscal Agency: University of Central Arkansas, Department of Speech-Language Pathology

Margie Gilbertson, Director
Department of Speech-Language Pathology
The University of Central Arkansas
Box 4985
Conway, AR 72032
(501) 450-5480
Fax: 501-450-5468

Target of Training: Speech-language pathology students in preprofessional programs.

Training Program: The project focuses on enhancing the abilities of speech-language pathology students to function as professional members of a transdisciplinary team in delivering services to infants, toddlers, and young children with disabilities and their families. The project is designed to attract high-quality candidates to study and work in Arkansas with special emphasis on the recruitment of minority students and students from rural areas. Students will pursue a master's degree in speech-language pathology.

Advanced Certificate in Transdisciplinary Intervention (Project ACT-I)

Infant/Toddler Personnel Grant
Grant No. H029Q20074 (1992–97)
Fiscal Agency: California State University, Northridge Foundation

Ann Bisno and Michele Haney, Co-Directors
Department of Special Education
California State University, Northridge
18111 Nordhoff Street - EDUC
Northridge, CA 91330
(818) 885-2550
SpecialNet: CA.NORTHRIDGESE
Fax: 818-885-4737

Target of Training: Students holding a master's degree in special education, communicative disorders, nursing, early childhood education, psychology, educational psychology, physical therapy, occupational therapy, or social work.

Training Program: This advanced training will develop knowledge and skills relevant to working with infants, toddlers, and young children who have or are at risk for disabilities, and with their families, and will culminate in certification in early intervention.

Early Childhood Special Education Specialist Program

Infant/Toddler Personnel Grant
Grant No. H029Q20037 (1992–96)
Fiscal Agency: San Jose State University

Gilbert Guerin and Maria Blake, Co-Directors
Division of Special Education
San Jose State University
1 Washington Square
San Jose, CA 95192-0078
(408) 924-3667
Fax: 408-924-3713

Target of Training: Speech-language pathologists, nurses, social workers, psychologists, and special education teachers seeking graduate-level training in early childhood special education.

Training Program: This program will prepare early childhood special education specialists to serve infants, toddlers, and preschoolers with disabilities and their families. Training will include competencies required for the Resource Specialist Certificate of Competence, and will prepare students to implement a family-centered approach to service for culturally and linguistically diverse families. The project will prepare 30 fully qualified early childhood resource specialists, with approximately one-third being from traditionally underrepresented minority groups.

Early Childhood Special Educator Program

Infant/Toddler Personnel Grant
Grant No. H029Q30041 (1993–98)
Fiscal Agency: San Francisco State University Foundation

Marci Hanson
Department of Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1630

Target of Training: Graduate students in specialist training programs (e.g., nursing, physical therapy, special education) and individuals who are or will be employed in early childhood special education (ECSE) settings.

Training Program: This project expands the graduate program in ECSE to address the newly proposed credential in ECSE for the State of California and to the range of professional disciplines that may provide these services. Students receiving the credential/certificate through the program will be equipped to function in the wide variety of roles and settings serving children, birth to 5 years of age, who are disabled or at risk for developmental delay and their families. Recruitment will focus on individuals from underrepresented ethnic and cultural groups.

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Infant Specialist Training Program

Infant/Toddler Personnel Grant
Grant No. H029Q30043 (1993–98)
Fiscal Agency: San Francisco State University Foundation

Marci Hanson
Department of Special Education
San Francisco State University
1600 Holloway Street
San Francisco, CA 94132
(415) 338-1630

Target of Training: Students from a variety of disciplines (e.g., special education, nursing, physical therapy, psychology, early childhood education), particularly students from underrepresented ethnic and cultural groups

Training Program: The project will expand the graduate program in early childhood special education (ECSE) to provide training leading to ECSE certification with an emphasis in infant intervention. Forty students will be trained as infant specialists to work with children, birth to 3 years of age, who are disabled or at risk for developmental delay. Competency areas include typical and atypical development, assessment and evaluation, intervention planning and intervention, and family involvement and education.

Interdisciplinary Training Program on Early Intervention

Infant/Toddler Personnel Grant
Grant No. H029Q00047 (1990–95)
Fiscal Agency: San Diego State University

Maria Roberts-DeGennaro, Director
School of Social Work
San Diego State University
San Diego, CA 92182-0369
(619) 594-6259
Fax: 619-594-5991

Target of Training: Graduate-level students from special education, social work, nursing, psychology, maternal and child health, public health, communicative disorders, and family studies and consumer sciences.

Training Program: Trainees will be selected to complete a one-year post-baccalaureate, 15-unit certificate program on early intervention, which combines theoretical and practical experience, leading to certification as an early intervention specialist. Training will focus on competencies that will equip trainees to assume four roles of the early intervention specialist: infant specialist, parent/family educator, program developer and advocate, and team collaborator. Students will be expected to assume an interdisciplinary/ transdisciplinary approach in understanding the issues facing multicultural families of infants and toddlers with or at risk for handicaps and their families.

Preparation for Multicultural Early Childhood Services

Infant/Toddler Personnel Grant
Grant No. H029Q30052 (1993–98)
Fiscal Agency: San Diego State University

Steven Kramer
Communicative Disorders
San Diego State University
5178 College Avenue
San Deigo, CA 92182-1900
(619) 594-6140

Target of Training: Graduate students in speech-language pathology and audiology.

Training Program: This project will enhance and expand the effectiveness of speech-language pathologists and audiologists in providing services to infants and toddlers and their families from linguistically and culturally diverse groups. The project is developing a specialized multicultural early childhood services certificate in which program participants will take additional courses on multicultural early childhood issues, conduct clinical field practica with these populations, and provide feedback for program modifications to best meet the populations' needs. The project will provide financial support to eight graduate students, with a total of 24 students completing the program.

Preparing Early Intervention Specialists for Service in Hispanic Communities

Infant/Toddler Personnel Grant
Grant No. H029Q30034 (1993–98)
Fiscal Agency: Santa Clara University

Ruth Cook
Division of Counseling Psychology and Education
Bannan Hall
Santa Clara University
Santa Clara, CA 95053
(408) 554-4301

Target of Training: Master's-level students and paraprofessionals seeking certification, who are of Hispanic origin.

Training Program: The project will recruit, retain, and prepare persons of Hispanic origin to serve as early intervention specialists. Financial assistance will be provided to at least 20 master's candidates and another 25 students will complete the core of the early intervention services program through continuing education resulting in certification. A systematic, ongoing mentoring program will be designed and implemented to provide academic preparation and emotional support to student candidates. Guidelines for this mentoring program will be disseminated.

Project P.R.E.P. (Personnel Readiness for the Education of Preschoolers)

Infant/Toddler Personnel Grant
Grant No. H029Q10085 (1991–96)
Fiscal Agency: Sonoma State University

Thomas Cooke
School of Education
Sonoma State University
Rohnert Park, CA 94928
(707) 664-3116

Target of Training: Students in the 11th and 12th grades, particularly members of minority cultures.

Training Program: This is a proactive strategy for addressing the need for trained personnel to provide services in rural northwestern California, with emphasis on serving Hispanic populations. The project will recruit students for a special class in child anatomy and development, combined with practicum experiences at centers for children with disabilities and at a Head Start site where children with disabilities are mainstreamed. Students will receive support, guidance, and economic incentives to continue with postsecondary training for para- or professional careers in early childhood special education.

Recruitment and Retention of Minority Students for Training as Early Childhood Intervention Specialists

Infant/Toddler Personnel Grant
Grant No. H029Q10075 (1991–96)
Fiscal Agency: San Francisco State University

Anne Widerstrom
Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1630
Fax: 415-338-6121

Target of Training: Graduate-level students with undergraduate degrees in early childhood education, child development, psychology, social work, or related fields.

Training Program: Currently enrolled students from each of three target communities — Asian American, black, and Latin American — will act as liaisons to their community for identification of potential students and as mentors for newly enrolled students. Course work will address infant and preschool intervention, assessment, working with families, program evaluation, and will include practicum experiences. Training will lead to a master's degree in early childhood special education with certification.

TAPITS: Transdisciplinary Approach to Preparation of Infant/Toddler Specialists

Infant/Toddler Personnel Grant
Grant No. H029Q90066 (1989–94)
Fiscal Agency: California State University—Northridge

Claire Cavallaro and Ann Bisno, Co-Directors
Department of Special Education
Mail Drop EDUC
California State University
Northridge, CA 91330
(818) 885-4979
Fax: 818-885-4737

Target of Training: Graduate-level students with at least a baccalaureate degree in special education, educational psychology, speech-language, nursing, social work, physical therapy, or related disciplines.

Training Program: Training focuses on transdisciplinary knowledge and skills needed to meet the needs of infants and toddlers with special needs, and their families; to work effectively as a member of a transdisciplinary team; and to serve in leadership capacities. The project identifies an infant and family (or other caretaker) for each student to work with throughout their training, providing assessment, development of intervention plans, advocacy, or other services as needed. The master's thesis for each student is a longitudinal case study of the infant and family.

Training Early Childhood Special Educators to Work in Urban Multicultural Environments

Infant/Toddler Personnel Grant
Grant No. H029Q10046 (1991–94)
Fiscal Agency: California State—L.A. University

Diane Klein, Director
Division of Special Education
California State - L.A. University
5151 State University Drive
Los Angeles, CA 90032
(213) 343-4415

Target of Training: Graduate-level students with a baccalaureate degree in child development or related field, with a strong emphasis on minority recruitment.

Training Program: The project will provide financial assistance to master's degree students to support their completion of the CSULA training program in early childhood special education. At least half of the students will be from underrepresented groups. In addition to course work related to infant and child development, assessment, program planning and implementation, working with families, and biomedical bases, new program content will be developed that addresses strategies for dealing with multicultural family environments.

Training of Educational Assistants for Mainstreaming (Project TEAM)

Infant/Toddler Personnel Grant
Grant No. H029Q10023 (1991–96)
Fiscal Agency: California State University — Northridge

Claire Cavallaro & Michelle Haney, Directors
Department of Special Education
Mail Drop EDUC
California State University
Northridge, CA 91330
(818) 885-4979 (Cavallaro)
885-3874 (Haney)
Fax: 818-885-4737

Target of Training: Undergraduate students in child development, psychology, deaf studies, and related fields.

Training Program: The project will develop a model training program to prepare paraprofessionals to serve infants, toddlers, and preschoolers with special educational needs in community-based mainstream settings. The program will provide intensive training and supported work experiences. Students will receive mentoring from faculty and professionals in the field, and thus be encouraged toward careers in early childhood special education.

Early Childhood Special Education Personnel Preparation

Infant/Toddler Personnel Grant
Grant No. H029Q10018 (1991–94)
Fiscal Agency: University of Northern Colorado

Allen M. Huang, Director
Division of Special Education
University of Northern Colorado
Greeley, CO 80639
(303) 351-2691
Fax: 303-351-1061

Target of Training: Recent graduates with baccalaureate degrees in early childhood special education, occupational therapy, physical therapy, or psychology; and early childhood special education teachers with emergency teaching certificates.

Training Program: The project will collaborate with an institution, which is located in the south-central rural part of Colorado and does not prepare early childhood special educators on its campus, to offer a joint training program. Particular attention will be paid to recruiting minority students. Training will lead to a master's degree in early childhood special education. The project also will develop and implement a nontraditional program delivery system to allow teachers with emergency teaching certificates to participate during weekend sessions and summers to earn full certification in early childhood special education.

First Start II: Expansion and National Dissemination of Curriculum for Paraprofessionals Serving Preschool Children With Disabilities, 3-5 Years

Infant/Toddler Personnel Grant
Grant No. H029Q20160 (1992–95)
Fiscal Agency: University of Colorado Health Sciences Center

Marilyn Krajicek, Director
First Start Program
Box C-287, UCHSC
4200 East Ninth Avenue
Denver, CO 80262
(303) 270-8734
Fax: 303-270-8660

Target of Training: Paraprofessionals in child care settings serving children, birth through age 5 years, with disabilities and their families.

Training Program: This program will extend the First Start curriculum, designed for trainers of paraprofessionals working with children from birth through 2 years of age with disabilities, to trainers of paraprofessionals working with children from 3 through 5 years of age with disabilities in regular child care and preschool settings. The curriculum will be modified, field tested, evaluated, and revised accordingly. The project will train 100 coordinators in implementing the curriculum. The curriculum will be available for full dissemination in the third year of the project.

Preservice for Speech-Language Pathologists for Early Intervention to Infants, Toddlers, and Families

Infant/Toddler Personnel Grant
Grant No. H029Q00013 (1990–95)
Fiscal Agency: University of Colorado

Susan Moore, Director
Christine Yoshinaga Itano, Co-Director
Campus Box 409
University of Colorado
Boulder, CO 80309
(303) 492-5284

Target of Training: Speech-language pathologists at the graduate level.

Training Program: The program will prepare speech-language pathologists to provide early intervention services to young children, birth to age 3 years, with identified disabilities or at risk for disabilities, and their families. Training will entail a combination of course work and clinical practica. The project will establish a job placement/follow-up plan to to link graduates with existing openings.

Preservice Training Model to Prepare Interventionists to Work With Handicapped Infants, Toddlers, and Their Families

Infant/Toddler Personnel Grant
Grant No. H029Q10079 (1991–94)
Fiscal Agency: University of Denver — Colorado Seminary

Toni Linder, Director
Early Childhood Special Education Program
Wesley Hall, University of Denver
Denver, CO 80208
(303) 871-2474 or 871-3340

Target of Training: Graduate-level students with a baccalaureate degree in child development, early childhood education, or related fields (e.g., occupational therapy, physical therapy, nursing).

Training Program: Two training options will be offered, one leading to certification/endorsement in early childhood special education, and the other providing partial satisfaction of the requirements for a master's or doctoral degree in early childhood special education. Core courses will be taught on a transdisciplinary basis. All course work will involve associated fieldwork in center- or home-based settings within inner city urban or rural environments.

Social Inclusion Facilitator/Collaborator Training in Early Intervention

Infant/Toddler Personnel Grant
Grant No. H029Q30010 (1993–97)
Fiscal Agency: University of Colorado, School of Education

Fernie Baca and Donna Wittmer, Co-Directors
School of Education
University of Colorado
P.O. Box 173364
Denver, CO 80217-3364
(303) 556-2770 (Baca)
556-3535 (Wittmer)

Target of Training: Master's-level students in early childhood education with certification in early childhood special education.

Training Program: The project will train 40 individuals from rural and urban communities in Colorado to assume the role of social inclusion facilitators/collaborators in community-based programs serving young children with disabilities. The 46 semester-hour graduate program will offer students learning opportunities through courses and seminars; through observation and participation in programs with master teachers; through research and evaluation activities; and through participation in activities related to social integration and inclusion.

Statewide Multicultural Family-Focused Training for Early Interventionists

Infant/Toddler Personnel Grant
Grant No. H029Q20161 (1992–96)
Fiscal Agency: University of Colorado at Denver

Harriet Boone, Director
University of Colorado at Denver
P.O. Box 173364, Campus Box 106
Denver, CO 80217-3364
(303) 556-4854
Fax: 303-556-4479

Target of Training: Master's-level students in early childhood regular and special education. Priority is given to students from diverse ethnic and linguistic backgrounds.

Training Program: The program aims to increase the enrollment of students from ethnically and culturally diverse backgrounds in early childhood special education (ECSE) and offers a competency-based, graduate program focused on families from diverse sociocultural backgrounds to 45 individuals in rural and urban Colorado. Upon completing training, students will function as family specialists with full certification in ECSE, serving young children with disabilities and their families from diverse sociocultural backgrounds in a variety of settings.

Recruitment in Pre-Service Preparation of Speech-Language Pathologists for Service to Preschool Children and Families in Rural Settings

Infant/Toddler Personnel Grant
Grant No. H029Q10011 (1991–96)
Fiscal Agency: University of Connecticut

Harvey Gilbert, Director
Dept. of Communication Sciences, U-85
University of Connecticut
850 Bolton Road
Storrs, CT 06269
(203) 486-3491
Fax: 203-486-5422

Target of Training: Speech-language pathologists. Preference will be given to minority students, residents of rural areas, and nontraditional students.

Training Program: The project is designed to increase the supply of speech-language pathologists to work in rural areas with young children with special needs and their families. Specialized instruction and supervised practica are integrated into the regular curriculum leading to a master's degree in speech-language pathology. Students receive financial and programmatic support for their transition to and retention in rural employment settings.

Interdisciplinary Training of Early Intervention Personnel to Serve Minority Drug-Exposed Infants and Young Children

Infant/Toddler Personnel Grant
Grant No. H029Q20005 (1992–96)
Fiscal Agency: Georgetown University Child Development Center

Kathy Katz, Director
Georgetown University Child Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-5000
SpecialNet: GT.CDC
Fax: 202-687-8899

Target of Training: Students in professional degree programs of special education, occupational therapy, physical therapy, speech-language pathology, nutrition, psychology, nursing, social work, and medicine.

Training Program: During each project year, five trainees will be provided with a variety of didactic and clinical experiences with minority, high-risk, drug-exposed children and their caregivers. Training experiences will include direct work in neonatal and pediatric intensive care units, in transition to home care, in follow-up developmental evaluation, in interface with community support and protective services, and in various community infant special education models.

Preparation Program for Parent-Infant Educators of the Hearing Impaired: A Collaborative Model

Infant/Toddler Personnel Grant
Grant No. H029Q00040 (1990–95)
Fiscal Agency: Gallaudet University

Marilyn Sass-Lehrer, Director
Department of Education
Gallaudet University
800 Florida Avenue NE
Washington, DC 20002
(202) 651-5530
Fax: 202-651-5860

Target of Training: Graduate-level specialists in the education of infants who are deaf and hard of hearing and their families.

Training Program: The project offers a full-time, preservice training program emphasizing family-focused, transdisciplinary approaches to early intervention. Graduates will earn a master of arts degree and will satisfy state and professional certification requirements in early childhood special education, deafness, and parent-infant education.

Collaborative Personnel Preparation in Early Childhood Education and Intervention

Infant/Toddler Personnel Grant
Grant No. H029Q20027 (1992–97)
Fiscal Agency: Florida State University

Mary Francis Hanline, Director
Department of Special Education
B-172, 205 Stone Building
Florida State University
Tallahassee, FL 32306-3024
(904) 644-4880
Fax: 904-644-8715

Target of Training: Master's-level students in early childhood special education (ECSE) or early childhood education.

Training Program: The project improves the existing ECSE master's degree program by including expanded practica experiences, additional course work on child development, and increased collaboration with the department of early childhood education. Graduates will be prepared to facilitate the development of young children, birth to 5 years of age, who are at risk for developmental delay, are developmentally delayed, or have specific disabilities. Courses leading to the Pre-K Handicapped Endorsement also will be offered during the summer in rural areas of Florida's Panhandle.

Graduate Training for Personnel in Early Childhood Special Education and Teaching English to Speakers of Other Languages

Infant/Toddler Personnel Grant
Grant No. H029Q20069 (1992–96)
Fiscal Agency: University of Miami

Liz Rothlein, Director
School of Education
University of Miami
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-2102
Fax: 305-284-3003

Target of Training: Early childhood, elementary, and special education teachers who are interested in teaching young children with disabilities.

Training Program: The project establishes a master's degree program to meet the combined needs of training personnel to work in early childhood special education (ECSE) who have training in Teaching English to Speakers of Other Languages (TESOL), and who meet the state endorsement requirements for both ECSE and TESOL.

Infant Intervention — Substance Exposed

Infant/Toddler Personnel Grant
Grant No. H029Q30028 (1993–97)
Fiscal Agency: University of Miami

Liz Rothlein and Sharon Vaughn
School of Education
University of Miami
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-3826 (Rothlein)
284-6611 (Vaughn)

Target of Training: Master's-level students from a variety of disciplines, including education, nursing, physical and occupational therapies, social work, and developmental psychology.

Training Program: The project continues support for an infant intervention/early childhood special education master's degree program, which trains highly qualified personnel to work with infants, birth through 2 years of age, who are at risk due to substance exposure. The competency-based curriculum includes normal growth and development as well as infant intervention and early childhood special education. Field-based experiences are offered in infant stimulation programs, hospitals and clinics, home-based programs, and other settings. The program strongly emphasizes the ability to work with families.

Training Early Intervention and Preschool Personnel

Infant/Toddler Personnel Grant
Grant No. H029Q30050 (1993–97)
Fiscal Agency: University of Florida

Vivian Correa
University of Florida
219 Grinter Hall
Gainesville, FL 32611
(904) 392-0701

Target of Training: Master's-level students in early childhood special education (ECSE) and teachers seeking state certification endorsement in working with pre-kindergarten students with disabilities.

Training Program: Practitioners will be trained to provide, design, and/or supervise least restrictive, developmentally appropriate programs for preschool children, 3 through 5 years of age, who are disabled. Students will receive training in ECSE, early childhood, communication disorders, psychology, special education, and child development. Financial support will be provided to four full-time master's degree students and to seven part-time endorsement-track students.

Unified Training Program in Early Childhood and Special Education

Infant/Toddler Personnel Grant
Grant No. H029Q20051 (1992–97)
Fiscal Agency: University of Florida

Vivian Correa, Director
Department of Special Education
G-315 Norman Hall
University of Florida
Gainesville, FL 32611
(904) 392-0701
Fax: 904-392-2655

Target of Training: Students seeking a master's degree and teacher certification in the regular and special education areas of preschool, primary, and preschool students with disabilities.

Training Program: The project establishes a preservice training program in ECSE that meets the needs of the state for: a) preparing early educators to work in a variety of settings to assume leadership roles in implementation of IDEA; b) working toward effective collaboration between special and early education; and, c) emphasizing the goal of integrating young children with disabilities into community settings. Eight participants will be trained in each of the project's 5 years.

Interdisciplinary Preservice Specialization Project (IPSP): Training Early Intervention Personnel to Provide Part H Services

Infant/Toddler Personnel Grant
Grant No. H029Q30007 (1993–97)
Fiscal Agency: The University of Georgia

Michael Malone
College of Family & Consumer Science
The University of Georgia
Dawson Hall
Athens, GA 30602-3622
(706) 542-4815

Target of Training: Master's-level students in social work or child and family development.

Training Program: The IPSP will augment existing master's degree programs by incorporating content on early intervention with infants and toddlers with disabilities and their families. Students will acquire competencies related to typical and atypical development, family systems and involvement, individual and family assessment, program implementation and evaluation, case management, interdisciplinary team processes, professional development and interactive skills, and multicultural issues. Financial assistance will be provided to 12 to 16 students.

Preparation for Endorsement/Certification of Service Providers for Early Intervention of Infants, Toddlers, and Preschoolers With Disabilities

Infant/Toddler Personnel Grant
Grant No. H029Q20175 (1992–95)
Fiscal Agency: Valdosta State College

Julia Lee, Director
Department of Special Education
Valdosta State College
Valdosta, GA 31698
(912) 333-5932
Fax: 912-333-7167

Target of Training: Inservice and preservice teachers seeking endorsement to deliver services in rural southern Georgia for infants, toddlers, and preschool children who have or are at risk for disabilities.

Training Program: The project establishes a continuous training program for endorsement by the Georgia Department of Education to serve children with disabilities and their families. It has been developed with attention to guidelines, practica requirements, and recommendations from the Georgia State Department of Education; current research; successful model programs; and the unique needs of the economically depressed, rural population of South Georgia. The project will provide financial support for tuition, textbooks, and honoraria for 54 participants.

Idaho: Preschool Speech-Language Pathologist (SLP) Project

Infant/Toddler Personnel Grant
Grant No. H029Q30002 (1993–94)
Fiscal Agency: Idaho State University

Thomas Longhurst
Speech Pathology & Audiology Department
Idaho State University
921 South 8th Avenue
Pocatello, ID 832098046
(208) 2362204

Target of Training: Speech-language pathology practitioners or students who seek certification and competencies in serving infants, toddlers, and preschoolers in Idaho.

Training Program: The project will feature a specialized, 20 credit course of study leading to the restricted early childhood special education certificate. Coursework will focus on interdisciplinary/transdisciplinary service delivery along with externship and other placement experiences. The project will especially focus on providing services to the youngest young children, from birth to 5 years of age, who are speech, language, or hearing impaired.

Training Early Childhood Special Education Personnel to Serve Young Children With Disabilities in Rural Southeast Idaho

Infant/Toddler Personnel Grant
Grant No. H029Q20155 (1992–96)
Fiscal Agency: Idaho State University

Steven Daley, Project Director
College of Education, Idaho State University
Campus Box 8059
Pocatello, ID 83209
(208) 236-4559
Fax: 208-236-4224

Target of Training: Personnel currently providing services for young children, birth through 5 years of age with disabilities, who have little formal training in ECSE; individuals seeking careers in early childhood special education.

Training Program: This project will focus on: training leading to full certification of ECSE personnel; training for ECSE personnel in rural southeast Idaho; providing innovative recruitment and retention components; providing high-quality interdisciplinary training in ECSE that emphasizes family-centered intervention; and, practicum and internship experiences in integrated ECSE programs .

EISI Project: Early Intervention Specialists for Illinois

Infant/Toddler Personnel Grant
Grant No. H029Q20149 (1992–97)
Fiscal Agency: University of Illinois

Jeanette McCollum, Project Director
Department of Special Education
University of Illinois
1310 South 6th Street
Champaign, IL 61820
(217) 333-0260
Fax: 217-333-6555

Target of Training: Personnel currently employed in rural early intervention programs who do not meet state standards for early intervention specialists; other personnel who may wish to enter the early intervention field.

Training Program: The project will provide cross-disciplinary preservice training to prepare personnel to meet standards for either the Child Development Specialist or Early Intervention Specialist designation. The post-baccalaureate training will be geographically and financially accessible to currently employed personnel, particularly those from rural areas of Illinois. Participants may apply this training toward a master's degree in early childhood special education. The project will support 10 students each semester for a 5-year period.

Personnel for Integrated Early Childhood Environments (PIECE)

Infant/Toddler Personnel Grant
Grant No. H029Q30025 (1993–98)
Fiscal Agency: Board of Trustees of the University of Illinois

Michaelene Ostrosky
Department of Special Education
University of Illinois
1310 South 6th Street
Champaign, IL 61830
(217) 333-6555

Target of Training: Master's-level students in early childhood special education (ECSE) and in early chilhood education with a specialization in ECSE.

Training Program: The program will prepare teachers to meet the diverse needs of children with disabilities in integrated preschool settings. Teachers will be prepared as direct service providers in integrated settings and as consultants to mainstreamed school- or community-based classrooms. The grant will support 12 graduate students each year, with 30 students completing the 2-year degree program during the project. Approximately 100 other students will participate in course work.

Preparing Early Childhood Special Educators to Provide Services in Early Intervention and Preschool Special Education Programs

Infant/Toddler Personnel Grant
Grant No. H029Q20023 (1992–95)
Fiscal Agency: Southern Illinois University at Carbondale

Norma Ewing and James Teska, Co-Directors
Department of Special Education
Southern Illinois University
Carbondale, IL 62901
(618) 453-2311
Fax: 618-453-1646

Target of Training: Master's-level students in early childhood special education (ECSE). Recruitment efforts will focus on minority students and students with disabilities.

Training Program: This program will recruit and train 30 students to acquire Illinois state approval in ECSE and the competencies necessary to provide services through early intervention and preschool special education programs for children at risk and children with special needs, from birth to age 6 years, and their families. Students will be recruited who intend to work in the ECSE and who intend to work in rural areas or with minority and linguistically diverse populations.

Preparing Professionals to Serve Infants With Disabilities and Their Families

Infant/Toddler Personnel Grant
Grant No. H029Q20087 (1992–95)
Fiscal Agency: Northern Illinois University

James Andrews, Director
Department of Communicative Disorders
Northern Illinois University
Dekalb, IL 60115
(815) 753-1483
Fax: 815-753-9123

Target of Training: Graduate-level students in speech-language pathology.

Training Program: Through didactic and clinical experiences, at least 20 speech-language pathology graduate students will be prepared to function as members of transdisciplinary teams; to provide clinical services in which families participate in all aspects of the assessment and treatment process; and to provide these clinical services in families' homes, in preschools, and in a university speech and hearing clinic. The approach will use a five-semester master's degree program with integrated academic course work, a clinical practicum, and an 8- to 16-week practicum in an off-campus early intervention or preschool program.

Preservice Preparation of Paraprofessionals to Serve Infants, Toddlers, and Preschoolers

Infant/Toddler Personnel Grant
Grant No. H029Q20151 (1992–95)
Fiscal Agency: Western Illinois University, Department of Special Education

Lyman Boomer, Director
Western Illinois University
25 Horrabin
Macomb, IL 61455
(309) 298-1909
Fax: 309-298-2222

Target of Training: Individuals working or seeking to work as paraprofessionals in early intervention and preschool programs serving children, birth through age 5 years, with disabilities.

Training Program: The project will prepare 10 paraprofessionals each year to serve infants, toddlers, and preschoolers with disabilities and their families. Recruitment strategies will include: recruitment of individuals with learning disabilities or other handicapping conditions; provision of study skill assistance for trainees; provision of college credit for high school students who work with children with disabilities; and provision of tuition and stipends for 10 full-time paraprofessional trainees.

Project ENHANCE: Enhancing Skills of Educators in Preschool Special Education

Infant/Toddler Personnel Grant
Grant No. H029Q30053 (1993–96)
Fiscal Agency: Eastern Illinois University

Kathlene Shank
Buzzard Building, Room 112
Eastern Illinois University
Charleston, IL 61920
(217) 581-5315

Target of Training: Individuals certified in either special education or early childhood education and who are working or are interested in working in a rural area.

Training Program: Students will earn a master's degree in education with a focus on early childhood special education classroom teaching or supervision. Courses will be offered that meet the needs of students residing in rural areas and who are employed full time. Project staff will develop and disseminate the procedures and materials that are developed and validated through this project. Approximately 40 students will be trained during the 3 project years.

TEIS Project: Training Early Intervention Specialists

Infant/Toddler Personnel Grant
Grant No. H029Q20116 (1992–96)
Fiscal Agency: University of Illinois

Jeanette McCollum and Susan Fowler, Co-Directors
Department of Special Education
University of Illinois
1310 South Sixth Street
Champaign, IL 61820
(217) 333-0260
Fax: 217-333-6555

Target of Training: Undergraduate and graduate students in child development; and graduate students in social work, speech and hearing science, and related disciplines.

Training Program: Training will enable students to obtain credentialing in a new occupational category in Illinois, the Child Development Specialist. At the undergraduate level, the project will build upon an existing program in child development. At the graduate level, the project will provide a 2-year program for this same credential as well as a master of arts degree. A 1-year M.Ed. option will be available for experienced, practicing professionals. Also at the graduate level, the project will provide an option for students from related disciplines to work toward new state requirements for an Early Intervention Specialist.

Project ENDORSE

Infant/Toddler Personnel Grant
Grant No. H029Q10113 (1991–95)
Fiscal Agency: Indiana University

Susan Klein, Project Director
Wright Building, School of Education
Indiana University
Bloomington, IN 47405
(812) 856-8167
Fax: 812-856-8440

Target of Training: Teachers who hold licenses in early childhood, elementary, or special education — but lack specialized training for serving children, birth through age 5 years with special needs — who are from rural communities, are from minority populations, or are parents of children with special needs preparing to re-enter the workforce.

Training Program: The project will offer a 24-credit hour training program leading to endorsement in early childhood special education. Students will complete a core interdisciplinary curriculum in early childhood special education, interdepartmental course work, and a variety of field-based experiences and practica.

Interdisciplinary Early Childhood Special Education Training Focus on Integration, Rural, and Family Needs

Infant/Toddler Personnel Grant
Grant No. H029Q10061 (1991–94)
Fiscal Agency: Iowa State University

Mary Jane Brotherson, Project Director
Human Development and Family Studies
105 Child Development Building
Iowa State University
Ames, IA 50011
(515) 294-3677
Fax: 515-294-1765

Target of Training: Noncertified educational personnel with conditional licensure in ECSE who do not hold a baccalaureate degree; and graduate-level students from a variety of backgrounds (e.g., early childhood special education, occupational therapy, physical therapy) who wish to pursue master's-level training in ECSE. Emphasis will be placed on recruiting people from rural communities.

Training Program: The project has three goals: 1) to implement a recruitment and retention plan to meet the demand for qualified personnel in early childhood special education; 2) to provide full licensure for teachers with conditional licenses who are teaching young children with disabilities; and 3) to develop and implement a new graduate program in child development, with an emphasis in early childhood special education.

Project ReConnect Comprehensive Licensure Program in Early Childhood Special Education With an Emphasis on Unified Curriculum and Induction Support

Infant/Toddler Personnel Grant
Grant No. H029Q30003 (1993–98)
Fiscal Agency: Iowa State University, College of Family and Consumer Sciences

Susan McBride
Department of Human Development & Family Studies
Iowa State University
103 Child Development Building
Ames, IA 50010
(515) 294-7838

Target of Training: Undergraduate students and newly graduated teachers in early childhood special education.

Training Program: The project will provide course work to individuals seeking licensure in ECSE; will enhance the undergraduate ECSE curriculum to provide training in best practices; and, will provide newly graduated teachers with support aimed at preventing attrition and turnover. Each year the project will provide training to 18 traditional undergraduates and 8 to 10 nontraditional students from rural areas of the state to obtain licensure, and will provide at least 10 new teachers with individualized support.

ACCK Early Intervention Preservice Grant

Infant/Toddler Personnel Grant
Grant No. H029Q30013 (1993–98)
Fiscal Agency: Associated Colleges of Central Kansas

Sharon Rosenkoetter
Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, KS 67460
(316) 241-7754

Target of Training: Undergraduate students in early childhood special education.

Training Program: The project will prepare students for the variety of roles and service delivery models they will fill as interventionists. Competencies will focus on transdisciplinary team collaboration, consultation, family empowerment, family service coordination, interagency decision making, transition planning, and services in natural environments. The project will train at least 10 early interventionists each year to provide services to children from birth through 2 years of age with special needs.

Interdisciplinary Preparation of Social Work, Psychology, and Speech/Communication Disorders Students for Early Intervention

Infant/Toddler Personnel Grant
Grant No. H029Q20121 (1992–96)
Fiscal Agency: Western Kentucky University

Vicki Stayton
Exceptional Child Department
Western Kentucky University
360 Tate Page Hall
Bowling Green, KY 42101
(502) 745-4641
Fax: 502-745-6474

Target of Training: Baccalaureate-level students in social work, and master's-level students in psychology and speech-language pathology.

Training Program: Students will earn either a B.S. degree in social work or a M.A. degree in speech/communication disorders or in psychology with an emphasis in working with children, birth through 5 years of age, with disabilities and their families. The program will be interdisciplinary in both process and content, and a family systems approach will be a theme throughout the area of emphasis.

Project PREPARE: Preparing Regular Educators and Other Professionals to Assume Roles in Early Intervention (3–5)

Infant/Toddler Personnel Grant
Grant No. H029Q10067 (1991–94)
Fiscal Agency: Western Kentucky University

Vicki Stayton, Director
Department of Teacher Education, 360 TPH
Western Kentucky University
Bowling Green, KY 42101
(502) 745-4641
Fax: 502-745-6474

Target of Training: People who hold staff positions in integrated early childhood or ECSE settings, but who lack prior training and experience in ECSE; and graduate-level students with undergraduate degrees in fields other than early childhood special education, seeking qualification to teach in integrated early childhood or ECSE programs.

Training Program: The project will implement a competency-based master's degree program in interdisciplinary early childhood education to prepare personnel to work with children, ages 3 to 5 years, with disabilities and their families. Training emphasizes a family systems training approach and prepares students to work in integrated settings. Training may lead to state certification.

Common Infancy Core: A Collaborative, Statewide Preservice Training Project

Infant/Toddler Personnel Grant
Grant No. H029Q20084 (1992–95)
Fiscal Agency: University of New Orleans

David Sexton, Director
Department of Special Education
and Habilitative Services
University of New Orleans
New Orleans, LA 70148
(504) 286-6609
Fax: 504-286-5588

Target of Training: Early interventionists at the undergraduate and graduate levels.

Training Program: The project will develop instructional modules with content at introductory and more advanced levels in competencies relevant for all professionals providing early intervention services to infants, toddlers, and their families. The competencies are embedded in three common core areas: infant, family, and teams and service advocacy. A consortium of six institutions of higher education in Louisiana will implement the project.

Family Specialization in Special Education

Infant/Toddler Personnel Grant
Grant No. H029Q20102 (1992–97)
Fiscal Agency: University of Maryland

Paula Beckman, Director
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 405-6492

Target of Training: Graduate students in special education; graduate students in other disciplines seeking training to work with families.

Training Program: This project supports the continuation of a program to train students to work with families of infants and toddlers with disabilities. Students will be prepared to: a) identify family priorities and concerns; b) work directly with parents and families; c) work with personnel from other disciplines; d) provide service coordination; and, e) work with families from a variety of cultures and socioeconomic backgrounds.

Birth-to-Five Training Program: Professional Preparation for Work With Young Children With Disabilities and Their Families, Including Those From Culturally Diverse Backgrounds

Infant/Toddler Personnel Grant
Grant No. H029Q20034 (1992–96)
Fiscal Agency: Wheelock College Graduate School

Catherine Marchant, Director
Wheelock College
200 The Riverway
Boston, MA 02215-4176
(617) 734-5200, Ext 160

Target of Training: Graduate students in early intervention, preschool special education, and child life.

Training Program: This project seeks to diversify the graduate student body in the early intervention, preschool special education, and child life programs through stronger minority recruitment efforts and by offering additional student financial assistance. A second program goal is to expand the competencies required by these programs so that students will be capable of providing services to culturally diverse families. The program will infuse culture-specific content into the present family-focused curriculum by developing a series of curriculum modules that provide essential information about working with particular groups and address issues pertinent to a multicultural perspective.

Interdisciplinary Training in Special Needs: A Multicultural Emphasis

Infant/Toddler Personnel Grant
Grant No. H029Q30060 (1993–98)
Fiscal Agency: Eunice Kennedy Shriver Center

Karen Gould
Eunice Kennedy Shriver Center
University Affiliated Program
200 Trapelo Road
Waltham, MA 02154
(617) 642-0238

Target of Training: Advanced degree students in education, nursing, occupational therapy, physical therapy, social work, and speech-language therapy.

Training Program: The program provides students with a background in and sensitivity to cultural differences and opportunities to evaluate the relevance of these differences to early intervention services. The program provides multiple didactic and practicum experiences.

Language Intervention Training for Minority Speech-Language Pathologists Serving Infants, Toddlers, and Preschoolers

Infant/Toddler Personnel Grant
Grant No. H029Q20157 (1992–97)
Fiscal Agency: Emerson College

David Luterman, Director
Division of Communication Disorders
Emerson College
100 Beacon Street
Boston, MA 02116
(617) 578-8730
Fax: 617-578-8735

Target of Training: Minority students in speech-language pathology.

Training Program: The program establishes a 2-year bachelor's level training program followed by master's level training in speech-language pathology. During each of the project's first 2 years, five minority students will be recruited to enter the program after they have completed an A.A. degree at a local community college. The project also will revise the current curriculum to increase the competencies of all program graduates to work with children and their families from culturally diverse backgrounds.

Language Intervention Training for Speech-Language Pathologists Serving Infants, Toddlers, and Their Families

Infant/Toddler Personnel Grant
Grant No. H029Q00049 (1990–95)
Fiscal Agency: Emerson College

Barry Prizant, Director
Division of Communications Disorders
Emerson College
168 Beacon Street
Boston, MA 02116
(617) 578-8732

Target of Training: Graduate-level students in speech-language pathology.

Training Program: The project will train students to a) provide family-centered services; b) assess infant and toddler development of behaviors precursory to the development of communication; c) facilitate early communication development; d) provide preventive intervention to children at risk for a communication disorder; e) provide remedial services to infants and toddlers; f) work cooperatively with interdisciplinary teams and coordinate services when necessary; and g) provide inservice training to parents and professionals on assessing and facilitating communication development.

Transdisciplinary Training for Early Intervention Personnel to Provide Family-Centered Transition and Case Management Services for At-Risk Young Children

Infant/Toddler Personnel Grant
Grant No. H029Q10070 (1991–94)
Fiscal Agency: University of Southern Mississippi

Valerie De Coux, Director
Mississippi University Affiliated Program
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39406-5163
(601) 266-5163
Fax: 601-266-5114

Target of Training: Early intervention personnel with baccalaureate degrees in nursing, social work, occupational therapy, physical therapy, or psychology.

Training Program: The project will develop a preservice program for graduate preparation of early intervention personnel to provide family-centered case management and transition services. Participants will complete master's degree requirements in their respective fields, as well as 9 hours of course work and 10 hours of practicum through this program to receive certification in early intervention.

Early Intervention Specialty Project: Competency-Based Program for Infant/Toddler Specialists

Infant/Toddler Personnel Grant
Grant No. H029Q90036 (1989–94)
Fiscal Agency: University Affiliated Program Satellite, University of Montana

Sue Forest, Director
Montana University Affiliated Program Satellite
University of Montana
52 Corbin Hall
Missoula, MT 59812
(406) 243-5467

Target of Training: Graduate students in education, psychology, social work, speech-language pathology, physical therapy, and nursing.

Training Program: The project will teach students the skills and competencies necessary to provide early intervention services through multidisciplinary and transdisciplinary teams to infants and toddlers with disabilities, and their families. Two tracks are offered leading either to early intervention specialist certification or to certification and a master's degree in interdisciplinary studies. An intensive practicum will follow the completion of the core courses.

Rural Early Intervention Training Program

Infant/Toddler Personnel Grant
Grant No. H029Q20162 (1992–97)
Fiscal Agency: The University of Montana/Rural Institute on Disabilities

Sue Forest and Ted Maloney, Co-Directors
Rural Institute on Disabilities
52 Corbin Hall
The University of Montana
Missoula, MT 59812
(406) 243-5467
Fax: 406-243-2349

Target of Training: Master's-level students in education, psychology, social work, speech-language pathology, physical therapy, communication studies, and nursing.

Training Program: This program will prepare students to provide family-centered early intervention services in rural settings through multidisciplinary and transdisciplinary teams to infants and toddlers with disabilities and their families. Best practice rural service competencies will be superimposed across core courses and practicum experience. Interdisciplinary educational competencies for the program, as well as Montana's Part H requirements for certification of early intervention professionals, will be covered. Two tracks are offered leading either to Montana's Early Intervention Certification, or to certification and a master's degree in interdisciplinary studies.

Preparation of Rural Early Childhood Paraprofessionals (Project PREP)

Infant/Toddler Personnel Grant
Grant No. H029Q20010 (1992–97)
Fiscal Agency: University of Nevada at Reno (UAP) and Truckee Meadows Community College

Sandra Doctoroff, Director
Julie Foder-Davis, Co-Director
College of Education - 278
University of Nevada at Reno
Reno, NV 89557-0029
(702) 784-4961/4921
Fax: 702-784-4997

Target of Training: Paraprofessionals employed in rural, community-based early childhood programs.

Training Program: Paraprofessionals will be instructed in integrating infants, toddlers, and preschoolers with disabilities into community-based early childhood programs. Course work and a practicum integrate knowledge of child development, early childhood education, and early childhood special education. State-of-the-art telecommunications technology will be used to deliver the course work to pilot sites and to replication sites in rural Nevada.

Infant Intervention Specialist Training Project

Infant/Toddler Personnel Grant
Grant No. H029Q90048 (1989–94)
Fiscal Agency: College of Education, University of New Mexico

Glenn Van Etten
College of Education
University of New Mexico
Albuquerque, NM 87131
(505) 277-5018

Target of Training: Graduate-level personnel in speech-language pathology, occupational therapy, day care, education, and related fields. Most participants are currently employed.

Training Program: The project will offer training, through evening classes, leading to a master's degree in either counseling and family studies or special education, with a specialization in early intervention. A practicum or field placement is required, in addition to the field experiences provided in academic courses. Practicum placements include the high-risk neonatal clinic of the medical school; the extended care clinic; and two community infant programs operated by the Developmental Disabilities Bureau.

Interdisciplinary Birth-to-Five Personnel Development

Infant/Toddler Personnel Grant
Grant No. H029Q30054 (1993–96)
Fiscal Agency: Rutgers University

Lorraine McCune
Graduate School of Education
Rutgers University
10 Seminary Place
New Brunswick, NJ 08903
(908) 932-7716

Target of Training: Master's- and doctoral-level students in psychology and a variety of allied health, education, and health care disciplines.

Training Program: The program builds upon the existing birth-to-age-5-year Infant Specialist Interdisciplinary Studies (ISIS) curriculum. The program will review and analyze course components relative to the needs of the service provider community; and will fully integrate a practicum training component into all courses and increase the range of practicum sites. Additional attention will be devoted to cultural issues, transition, mainstreaming, and providing services in least restrictive environments. Students will complete the ISIS Certificate as part of their program of study.

Masters Program in Early Childhood Special Education (ECSE)

Infant/Toddler Personnel Grant
Grant No. H029Q20076 (1992–95)
Fiscal Agency: New York University, Department of Teaching and Learning

Lisa Fleisher, Director
Department of Teaching and Learning
New York University
Room 200, East Building
239 Greene Street
New York, NY 10003
(212) 998-5390
Fax: 212-995-4049

Target of Training: Master's-level students with undergraduate backgrounds related to ECSE.

Training Program: The program will prepare ECSE teachers to work with children and families in special class and integrated settings and to offer consultation services to regular education teachers. Students will be trained in ECSE, in the philosophy of least restrictive environment, in parent and professional collaboration, and to be sensitive to the wide cultural variation in urban settings.

A Master's Program for Permanent Certification of Early Childhood Special Educators With Minority Populations

Infant/Toddler Personnel Grant
Grant No. H029Q10078 (1991–94)
Fiscal Agency: SUNY/Buffalo State College

Judith Bondurant-Utz, Director
State University of Buffalo
Ketchum Hall 110D
1300 Elmwood Avenue
Buffalo, NY 14222
(716) 878-5611 or 878-5429
Fax: 716-878-4039

Target of Training: Teachers who are certified provisionally in elementary or special education, and individuals who are not certified, but are employed in the field. Ten to 25 percent of these students will come from racial, ethnic, or language minority backgrounds.

Training Program: The project will develop and implement a permanent certification-level, field-based, minority-oriented master's degree program for teachers of infants, toddlers, and preschoolers with disabilities, with particular attention to racial, ethnic, and language minority populations. The existing program will be modified so that the master's degree can be earned within 2 years by students who are teaching full-time in early childhood programs.

Training Communication Disorders Specialists, Including Minorities, for Early Intervention With Infants, Toddlers, and Preschoolers

Infant/Toddler Personnel Grant
Grant No. H029Q20129 (1992–95)
Fiscal Agency: Syracuse University

Edward Conture, Director
Syracuse University
805 South Crouse Avenue
Syracuse, NY 13244-2280
(315) 443-9637
Bitnet: EGC@SUVM
Fax: 315-443-3289

Target of Training: Master's-level students in speech-language pathology and audiology.

Training Program: This 2-year program will train students in communicative sciences and disorders to serve as early interventionists to infants, toddlers, and preschoolers with communication impairments. Course work and practica will provide opportunities to develop competencies in assessment, intervention, interprofessional management, service coordination, and advocacy.

Interdisciplinary Studies in Preschool Education and Development (ISPED): Personnel Preparation Project

Infant/Toddler Personnel Grant
Grant No. H029Q20062 (1992–97)
Fiscal Agency: University of North Carolina at Greensboro, School of Education

Judith Niemeyer, P.I.
School of Education
University of North Carolina at Greensboro
317 Curry Building
Greensboro, NC 27412-5001
(919) 334-5100, Ext. 290
Fax: 919-334-5060

Target of Training: Graduate-level students.

Training Program: This specialized training program will prepare personnel to work with young children, from birth through 5 years of age, with disabilities. The program is interdisciplinary; focuses on concerns related to normal and atypical preschool development and programming; is designed to prepare professionals for diverse roles and responsibilities; and, reflects a family-centered focus. Through course work a variety of issues are explored, including multicultural aspects, collaboration and coordination of services, and synthesis of knowledge in a variety of integrated and mainstreamed settings.

Master's Program in Early Intervention and Family Support

Infant/Toddler Personnel Grant
Grant No. H029Q20072 (1992–97)
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill

Don Bailey, Director
Frank Porter Graham Child Development Center
University of North Carolina
CB #8180, 105 Smith Level Road
Chapel Hill, NC 27599-8180
(919) 966-4250
Fax: 919-966-7532

Target of Training: Master's-level students.

Training Program: This program focuses on preparing professionals to work with both infants and preschoolers. A primary emphasis will be on applying the principles of family-centered services in the context of early intervention. A second emphasis will be on working with children and families in natural, including mainstreamed, settings. Program graduates will receive the M.Ed. in special education, and will qualify for preschool handicapped certification and for the infant specialist credential.

Preparing Speech-Language Pathologists for Working With Infants, Preschoolers, and Their Families

Infant/Toddler Personnel Grant
Grant No. H029Q20053 (1992–97)
Fiscal Agency: University of North Carolina at Chapel Hill

Joanne E. Roberts and Elizabeth Crais, Co-Directors
Division of Speech and Hearing Sciences
University of North Carolina at Chapel Hill
Wing D Medical School, CB# 7190
Chapel Hill, NC 27599-7190
(919) 966-1006
Fax: 919-966-6923

Target of Training: Master's-level students in speech-language pathology.

Training Program: The program has five major objectives: a) to enhance the students' knowledge of typical child development; b) to expand the students' knowledge and skills related to assessing and intervening with children, birth to 5 years of age, with disabilities; c) to extend the students' knowledge and skills in working with families of children with disabilities; d) to broaden students' interdisciplinary knowledge and skills; and e) to increase the academic and clinical interchange between the students and the academic and supervisory faculty. Fifty students will be trained during the 5-year project.

Preparation of Early Intervention Personnel for Rural and Reservation Areas of North Dakota: Project PEIRR

Infant/Toddler Personnel Grant
Grant No. H029Q20153 (1992–97)
Fiscal Agency: University of North Dakota

Mary McLean, Director
Box 8158 University Station
University of North Dakota
Grand Forks, ND 58202
(701) 777-3236 or -3144
Fax: 701-777-4365

Target of Training: Students in early childhood special education.

Training Program: This program will recruit students into the program in ECSE for either full- or part-time study. Recruitment of American Indian students is a priority, and particular emphasis will be placed on recruiting noncertified personnel currently working in early intervention or preschool programs. Course work will be accessible through the state interactive video network, summer classes, and on-the-job supervision and mentorship.

Cincinnati Early Intervention Infant and Toddler Training Program

Infant/Toddler Personnel Grant
Grant No. H029Q10026 (1991–95)
Fiscal Agency: University of Cincinnati

Patricia J. Gallagher and Lawrence Johnson, Co-Directors
Department of Early Childhood & Special Education
College of Education, University of Cincinnati
Mail Location 2
Cincinnati, OH 45211
(513) 556-4536
Fax: 513-556-1581

Target of Training: Graduate-level students with undergraduate degree in education or a related field.

Training Program: The project will develop and implement a transdisciplinary training program to address the critical need for personnel to serve the multiple needs of infants and toddlers with disabilities and their families. Course work will use a transdisciplinary approach and will include methods, assessment, and development issues. Students will complete a full-year practicum in a hospital, early intervention program, Head Start program, or other center- or home-based environment. Each student will work with field mentors who also teach early intervention seminars at the university. Training will lead to a master's degree in ECSE and ECSE endorsement (certification).

Collaborative Early Intervention Project

Infant/Toddler Personnel Grant
Grant No. H029Q20021 (1992–95)
Fiscal Agency: University of Cincinnati

Pat Gallagher, Director
Arlitt Child and Family Research and Education Center
University of Cincinnati
Cincinnati, OH 45221-0105
(513) 556-3753
Fax: 513-556-3764

Target of Training: Early intervention service providers, who are currently employed in programs in Ohio but who are not credentialed in the state of Ohio.

Training Program: Through a consortium of universities, classes will be offered on a weekend college basis to retrain and certify currently employed early intervention service providers. Courses will be offered that enable students to complete the course work that is required for credentialing in early intervention and that represent the initial courses required for a master's degree. Direct on-site training by regional field specialists will also be offered.

Collaborative Training of Interdisciplinary Personnel for Early Intervention and Preschool Roles

Infant/Toddler Personnel Grant
Grant No. H029Q20152 (1992–95)
Fiscal Agency: Kent State University

Philip Safford, Director
Kent State University
401 White Hall
P.O. Box 5190
Kent, OH 44242
(216) 672-2477
Fax: 216-672-3407

Target of Training: Master's-level students in early childhood special education, speech-language pathology, and audiology.

Training Program: This project will prepare multidisciplinary personnel to provide services for infants, toddlers, and preschoolers with disabilities and their families. Over a 3-year period, a total of 24 master's-level students will be trained. A particular focus of this project is on three role-related areas of professional function involving collaboration with: a) families; b) other caregivers, professionals, and agencies; and c) co-members of interdisciplinary teams providing integrated team programming.

Personnel Preparation — Early Childhood Special Education (Ages 3–5)

Infant/Toddler Personnel Grant
Grant No. H029Q20120 (1992–95)
Fiscal Agency: University of Toledo

Bill McInerney, Director
Special Education, 5006 Gillham Hall
University of Toledo
2801 West Bancroft Street
Toledo, OH 43606
(419) 537-2284 or -2055
Fax: 419-537-7719

Target of Training: Special education or elementary or early childhood professionals currently or recently employed as teachers or related services personnel, primarily from northwest Ohio and surrounding areas.

Training Program: This graduate training program will combine state Department of Education validation in ECSE and a master's/educational special degree in ECSE. The program will feature course work, seminars, and practica that address issues and practices in ECSE. Courses and related seminars during the academic year will be scheduled in late afternoon or evening to allow area teachers and related services professionals to participate in the program.

Preparation of Speech-Language Pathologists and Audiologists to Provide Services to Preschool Handicapped Children From Minority Populations

Infant/Toddler Personnel Grant
Grant No. H029Q10106 (1991–95)
Fiscal Agency: Cleveland State University

David Metz, Director
Cleveland State University
Euclid at East 22nd Street
Cleveland, OH 44115
(216) 687-3803
Fax: 216-687-9366

Target of Training: Graduate-level students with baccalaureate degree in speech-language pathology or audiology.

Training Program: The project seeks to enhance the preparation of personnel providing speech-language and audiology services to preschool children with disabilities, ages 3 to 5 years, from multicultural backgrounds. The project will increase the number of students with special training for working with minority speech-language handicapped children, and by developing and integrating modules of instruction on assessment and intervention with minority handicapped children into the graduate curriculum.

Preservice Graduate Training in Early Childhood Special Education at The Ohio State University

Infant/Toddler Personnel Grant
Grant No. H029Q20158 (1992–97)
Fiscal Agency: The Ohio State University

Diane M. Sainato, Director
Department of Educational Services and Research
356 Arps Hall
The Ohio State University
1945 N. High St.
Columbus, OH 43210
(614) 292-8174
Fax: 614-292-4255

Target of Training: Master's-level students in early childhood special education.

Training Program: This program establishes the only training program in central Ohio specifically geared toward state certification in early childhood special education. Competency-based training will be provided at the master's level in assessment, instructional programming, family involvement, and interdisciplinary and interagency teaming for children 3 through 5 years of age. Practicum experiences will be provided in inclusive settings.

The Preservice Preparation of School Psychologists to Provide Related Services in the Area of Early Childhood Education

Infant/Toddler Personnel Grant
Grant No. H029Q20014 (1992–96)
Fiscal Agency: The Ohio State University

Antoinette Miranda, Director
The Ohio State University
356 Arps Hall
1945 N. High Street
Columbus, OH 43210
(614) 292-8148
Fax: 614-292-4255

Target of Training: Graduate-level students in school psychology.

Training Program: This master's-level preservice preparation program for school psychologists will provide students with specialization in early childhood intervention to work with infants, toddlers, and preschoolers and their families. The program focus is on developing specialized skills in the areas of assessment and diagnosis, intervention, and interdisciplinary/ multiagency collaboration. Particular emphasis will be placed on training students to work effectively with culturally diverse children, and on the recruitment and retention of minority students.

Preservice Training in Early Childhood/ Early Intervention Services for Occupational and Physical Therapists

Infant/Toddler Personnel Grant
Grant No. H029Q20057 (1992–95)
Fiscal Agency: Ohio State University

Jane Case-Smith, Director
Division of Occupational Therapy, 406 SAMP
The Ohio State University
1583 Perry Street
Columbus, OH 43210
(614) 292-5824
Fax: 614-292-2010

Target of Training: Undergraduate- and graduate-level students in occupational therapy and physical therapy.

Training Program: This preservice personnel preparation project will train entry-level and post-professional occupational and physical therapy trainees in best practice in early intervention and early childhood program services. Courses and fieldwork will enable the undergraduate trainees to develop skills in evaluation and therapy with young children using neurophysiological approaches. The graduate-level training program includes fieldwork and courses that emphasize the skills and values needed to work in interdisciplinary teams with multi-risk families and to deliver services in rural areas.

A Speech-Language Pathology Training Project: Service Delivery to Young Multicultural Children and Their Families

Infant/Toddler Personnel Grant
Grant No. H029Q20118 (1992–96)
Fiscal Agency: Case Western Reserve University

Kathy L. Chapman and Cheryl Messick, Co-Directors
Department of Communication Sciences
Case Western Reserve University
Cleveland, OH 44106
(216) 368-2470
Fax: 216-231-7141

Target of Training: Master's-level students in speech-language pathology.

Training Program: Students will complete a master's degree in speech-language pathology with an emphasis on service delivery to communicatively impaired African-American children from birth to 5 years of age. In addition to core course offerings and practicum experiences, students will also take interdisciplinary course work and practicum preparing them for careers as multicultural infant/preschool specialists.

Training for Early Intervention and Preschool Personnel

Infant/Toddler Personnel Grant
Grant No. H029Q20106 (1992–96)
Fiscal Agency: University of Akron

Mary Ellen Atwood, Director
Department of Elementary Education
University of Akron
Akron, OH 44325-4205
(216) 972-5124
Fax: 216-972-5636

Target of Training: Students from secondary schools, from associate degree programs, and from pre-kindergarten/special education baccalaureate programs; and individuals already in the field holding pre-kindergarten or special education certification.

Training Program: This project will recruit individuals for training in the Early Education of Handicapped (EEH) validation/certification program. Minority individuals at all levels will be actively recruited. The project will use an existing comprehensive multidisciplinary family development center as the primary practicum site. This facility promotes high levels of family involvement in all aspects of early childhood education.

Training Personnel to Serve Infants, Toddlers, and Preschoolers

Infant/Toddler Personnel Grant
Grant No. H029Q10104 (1991–96)
Fiscal Agency: Kent State University

Philip Safford, Director
College of Education
Kent State University
401 White Hall
Kent, OH 44242
(216) 672-2477

Target of Training: Students in high school early childhood education vocational training programs.

Training Program: The project offers an innovative approach to the recruitment, retention, and training of low-income minority students to become certified in special education at the baccalaureate degree level, in preparation for careers in special instruction and education for infants, toddlers, and preschoolers with or at risk for disabilities and their families. Trainees will participate in a specially designed experimental undergraduate field-based training program in family-centered early intervention and in integrated preschool education, while qualifying for Ohio teacher certification in an area of special education.

Training Students to Serve Preschool Children in a Collaborative Model

Infant/Toddler Personnel Grant
Grant No. H029Q20039 (1992–97)
Fiscal Agency: University of Cincinnati

Patricia Prelock, Director
Department of Communication Sciences and Disorders
University of Cincinnati, ML 379
Cincinnati, OH 45221-0379
(513) 556-6924
Fax: 513-556-0128

Target of Training: Graduate-level students in speech-language pathology.

Training Program: The project aims to prepare students to meet the communication needs of preschool children and their families and to prepare school speech-language pathologists to meet the communication needs of the preschool child within a classroom environment. The project will emphasize skills that will prepare students to provide intervention in a least restrictive environment; involve parents in the daily communication needs of their children; and establish a working team of professionals across disciplines interested in the overall development and success of the child as a communicator and learner.

Interdisciplinary Early Intervention Training

Infant/Toddler Personnel Grant
Grant No. H029Q90086 (1989–94)
Fiscal Agency: University of Oregon

Diane Bricker & Jane Squires, Directors
Center on Human Development
University of Oregon
901 East 18th Street
Eugene, OR 97403
(503) 686-0809
SpecialNet: TRD
Fax: 503-346-5639

Target of Training: Graduate-level students with undergraduate backgrounds in education, early childhood, occupational therapy, speech-language pathology, medicine, specialized recreation, and related fields.

Training Program: The program will train personnel to work with children, birth to age 5 years, who have or are at risk for handicapping conditions, and their families. Students will enroll in four quarters of interdisciplinary course work and practica. Practicum experiences will be available in a variety of settings, including hospital neonatal intensive care units (NICUs), speech and hearing clinics, regular preschools, and protective services programs. Training will lead to a master of arts in special education, with optional handicapped certification.

Training Communication Specialists to Work With Infants and Young Children Who Are At-Risk and Disabled

Infant/Toddler Personnel Grant
Grant No. H029Q20061 (1992–97)
Fiscal Agency: Early Intervention Program, Center on Human Development, University of Oregon

Diane Bricker, Director
University of Oregon
Center on Human Development
901 East 18th Avenue
Eugene, OR 97403
(503) 346-0807
Fax: 503-346-5639

Target of Training: Master's-level students in speech-language pathology.

Training Program: Students will be prepared to deliver quality speech-language services to infants and young children who are at risk for or have disabilities. They will be prepared specifically to work in the context of the child's daily environment. Program graduates will fill therapy and coordinating positions in local educational districts, speech-language clinics, medical facilities, and other programs or agencies that are delivering services to young children with or at risk for disabilities.

Training Early Intervention School Psychologists

Infant/Toddler Personnel Grant
Grant No. H029Q30023 (1993–97)
Fiscal Agency: University of Oregon

Ruth Kaminski
School Psychology Program
College of Education/DSER Room 270
University of Oregon
Eugene, OR 97402-1215
(503) 346-2142
Fax: 503-346-5818

Target of Training: Master's-level students in school psychology.

Training Program: Students will be trained to assess infants and young children and their families; to design, implement, and evaluate early intervention programs that meet family and child needs and enhance child development through inclusion of the family; to provide consultation to parents, teachers, and related service personnel; and to provide training in early intervention and school psychology to improve existing services for infants and young children, especially in areas where the need is greatest, such as rural and inner-city communities.

Advanced Training for Occupational Therapists to Provide Early Intervention to Infants and Toddlers and Their Families

Infant/Toddler Personnel Grant
Grant No. H029Q30021 (1993–97)
Fiscal Agency: Thomas Jefferson University

Janice Burke
College of Allied Health Sciences
Thomas Jefferson University
130 South Ninth Street, Suite 820
Philadelphia, PA 19107
(215) 657-5862

Target of Training: Advanced, graduate-level occupational therapists.

Training Program: The program will prepare occupational therapists to provide quality early intervention to infants and toddlers with disabilities and their families. It builds on a previously funded project by: including a specialty focus on minority groups and on infants and toddlers who are drug exposed and medically fragile; developing three training facilities into model practicum sites; and increasing the number of students from minority groups entering the early intervention field.

Comprehensive Early Intervention Program (COMP-EI)

Infant/Toddler Personnel Grant
Grant No. H029Q20134 (1992–97)
Fiscal Agency: Pennsylvania State University

John Neisworth, Director
Department of Education and School Psychology and Special Education
227 CEDAR Building, Pennsylvania State University
University Park, PA 16802
(814) 863-2280
Fax: 814-863-7750

Target of Training: Master's-level students in early childhood special education.

Training Program: The project expands the current early childhood special education program to include content and experiences that meet or exceed standards for working with infants and toddlers as well as preschoolers. The training program offers practicum strands in assessment, family, and instruction that run parallel with related course work; is family involved, with students working directly with a family for two semesters; and is collaborative, with students working with co-professionals in assessment and program planning. The program is an alliance between The Arc of Allegheny County and the Penn State Special Education Program.

An Early Intervention Emphasis Program for Speech-Language Pathologists

Infant/Toddler Personnel Grant
Grant No. H029Q10102 (1991–94)
Fiscal Agency: Temple University

Lorraine Russell, Director
Department of Speech-Language & Hearing
Temple University
156 Weiss Hall
Cecil B. Moore Avenue & 13th Street
Philadelphia, PA 19122
(215) 204-1876
Fax: 215-204-8543

Target of Training: Graduate-level students with a baccalaureate degree. Emphasis is on recruiting black students in order to increase this group's representation within the profession.

Training Program: Within the master's degree program in speech-language pathology, students are provided with theoretical and practical competencies necessary to serve culturally diverse infants and toddlers with special needs and their families. Practicum placements, with either a preschool or neonatal focus, emphasize elective choices that build a specialty for each student. Training will lead to a master's degree in speech-language pathology.

Early Intervention Paraprofessional Training Program

Infant/Toddler Personnel Grant
Grant No. H029Q10063 (1991–94)
Fiscal Agency: Keystone Junior College

Diane Keller, Director
Keystone Junior College
P.O. Box 50
La Plume, PA 18440
(717) 945-5141, Ext. 3908

Target of Training: Undergraduate students; and personnel who already are working in early intervention and who seek certification.

Training Program: The project will establish a preservice paraprofessional training program in early childhood education/early intervention that will meet state certification standards. The project will develop a certificate and an associate degree program that includes both academic course work and field practica, and stresses an interdisciplinary, family-centered approach to working with children with special needs, birth to age 5 years. The program also will provide training for personnel already working in the field who lack the needed course work to become certified under the new state regulations.

Early Intervention Personnel Preparation for Services to Infants and Toddlers With Handicaps

Infant/Toddler Personnel Grant
Grant No. H029Q00015 (1990–95)
Fiscal Agency: University of Pittsburgh

George Zimmerman, Director
4F23 Forbes Quad
University of Pittsburgh
Pittsburgh, PA 15260
(412) 648-7249

Target of Training: Graduate-level students.

Training Program: The project will offer training for early intervention personnel to serve infants and toddlers with handicaps. Training will be competency based, with a wide range of practica and field experiences offered in a variety of settings, including hospitals, county programs serving the birth-to-3 population, private agencies, and various hospital-to-home transition programs. The program will allow special preparation for those who are already serving infants without special training. The program is designed to meet the severe shortage of personnel in western Pennsylvania to meet the needs of infants and toddlers with handicaps.

Interdisciplinary Preparation of Infant Specialists

Infant/Toddler Personnel Grant
Grant No. H029Q10017 (1991–95)
Fiscal Agency: Temple University

Kenneth Thurman, Director
Special Education Program
291 Ritter Annex
Temple University
Philadelphia, PA 19122
(215) 204-6018

Target of Training: Graduate-level students with baccalaureate degree in early childhood education, special education, or a related field.

Training Program: The project is designed to prepare specialists to provide services to infants with or at risk for disabilities and their families. Training will lead to a master's degree in special education, but will involve course work in several areas of study. Graduates of the program will be equipped to provide services in hospitals, daycare centers, early intervention programs, natural homes, and social service agencies. The project is based on the standards recently recommended by the Pennsylvania Interagency Coordinating Council for the development of an early intervention credential.

Recruiting, Retaining, and Training Early Intervention Personnel From Minority Groups: An Experimental Early Childhood Undergraduate Training Program

Infant/Toddler Personnel Grant
Grant No. H029Q20145 (1992–97)
Fiscal Agency: Temple University

Philippa Campbell, Director
Center for Research in Human Development and Education
Temple University
9th Floor Ritter Hall Annex
13th Street & Cecil B. Moore Avenue
Philadelphia, PA 19122
(215) 204-4622
Fax: 215-204-5130

Target of Training: Low-income and minority baccalaureate-level students in early childhood education.

Training Program: The project is an innovative approach to recruiting, retaining, and training low-income, minority students to become certified in early childhood education at the bachelor's level in preparation for careers in the education of infants, toddlers, and preschoolers with or at risk for disabilities, and their families. Program graduates will receive a bachelor's degree in education with certification in early childhood and in elementary education.

Unified Preparation for Better Early Education Teachers (UPBEET)

Infant/Toddler Personnel Grant
Grant No. H029Q30047 (1993–98)
Fiscal Agency: Temple University

Kenneth Thurman
College of Education
Temple University
Broad Street & Montgomery Avenue
Philadelphia, PA 19122
(215) 787-6018

Target of Training: Master's-level students in early childhood, early childhood special, and special education.

Training Program: The project will prepare early childhood educators to provide services to young children who are disabled and at risk, and their families. It stresses the unification of early childhood education and early childhood special education. Program graduates will take courses in all three areas, as well as a course focusing on integration and inclusion. Approximately 50 students will be prepared to provide services in Head Start and day care centers, in early intervention programs, in home settings, and in social service agencies.

First Stage: Bringing Licensure in Early Childhood Special Education to the Southern Appalachian Area

Infant/Toddler Personnel Grant
Grant No. H029Q20013 (1992–95)
Fiscal Agency: East Tennessee State University

Lynda Pearl, Director
East Tennessee State University
P.O. Box 70434
Johnson City, TN 37614
(615) 929-5849
Fax: 615-929-5821

Target of Training: Unlicensed professionals who hold bachelor's degrees in special education or related areas; and paraprofessionals working toward a bachelor's degree and seeking to develop ECSE competencies.

Training Program: The project will prepare direct service providers or lead teachers for programs working with young children, birth to 6 years, who have developmental delays and their families. Professionals in the rural southern Appalachian area of Tennessee will be targeted. An interdisciplinary teaching approach will be used in courses on assessment, curriculum, family, collaborative skills, and medical aspects of individuals with disabilities.

Training of Early Intervention and Preschool Personnel

Infant/Toddler Personnel Grant
Grant No. H029Q20049 (1992–96)
Fiscal Agency: Peabody College of Vanderbilt University

Eva Horn and Samuel Odom, Co-Directors
Department of Special Education
Box 328
Peabody of Vanderbilt University
Nashville, TN 37203
(615) 322-8277
Fax: 615-343-1570

Target of Training: Current professionals in special education, early childhood, elementary education, speech-language pathology, or other related fields who desire to work and obtain licensure in ECSE.

Training Program: This project will prepare personnel to meet the special needs of children from birth to 5 years of age. The program addresses four critical needs in the area of ECSE by: a) increasing the number of competent certified personnel trained to teach young children with developmental delays; b) improving the skills of teachers serving these children; c) targeting personnel who currently live and work in rural areas; and, d) training teachers to serve as school- and district-level resource persons.

Birth-to-Two Master's Field Outreach Program

Infant/Toddler Personnel Grant
Grant No. H029Q90028 (1989–94)
Fiscal Agency: University of Texas

Keith Turner, Director
Department of Special Education
College of Education, EDB 408F
University of Texas
Austin, TX 78712
(512) 471-4161

Target of Training: Graduate-level students with undergraduate training in early childhood education, child development, ECSE, nursing, occupational therapy, speech-language pathology, and psychology.

Training Program: This transdisciplinary training program is composed of a field-based program for employed professionals and a university-based program for full-time students with or without field experience. The program is designed to be completed in 18 months, with training provided on weekends during fall and spring semesters and full-time during two summer sessions. The program promotes an education/related service/parent team approach to facilitate the child's development and ability to function in the least restrictive physical and social environments, in a manner that is consistent with the child's and family's strengths and needs.

Early Childhood Special Education Training With Culturally Diverse Populations

Infant/Toddler Personnel Grant
Grant No. H029Q20055 (1992–95)
Fiscal Agency: Texas A&M University

Laurie Ford, Director
Department of Educational Psychology
Texas A & M University
College Station, TX 77843-4225
(409) 845-1831
Fax: 409-845-2209

Target of Training: Master's-level students in ECSE with a bachelor's degree in early childhood or special education.

Training Program: This 2-year master's-level training program in early childhood special education features a) an interdisciplinary training focus; b) a didactic and applied focus in working with young, culturally diverse children who are at risk for disabilities, and their families; and c) community-based training for practica and internship. The program will consist of two phases. Program graduates will receive a master's degree in educational psychology with an ECSE specialization, and will meet state certification requirements. Recruitment will focus on students from culturally diverse backgrounds and students who are bilingual.

Early Intervention Personnel Preparation in Communications

Infant/Toddler Personnel Grant
Grant No. H029Q00016 (1990–95)
Fiscal Agency: University of Houston

Melissa Bruce, Project Director
Program in Communication Disorders
4800 Calhoun
University of Houston
Houston, TX 77204-6611
(713) 749-2547

Target of Training: Graduate-level students in speech-language pathology.

Training Program: The project addresses the need for trained early interventionists to work with children who demonstrate or are at risk for developing problems in communications that result in delayed development. The project will develop a 2-year specialty training program in which students participate in both specialized academic courses and clinical practica under the supervision of experienced early intervention specialists. Training will incorporate appropriate content and intervention for training students in skills needed to provide services for infants and toddlers, and to meet certification requirements.

Graduate Preparation for Personnel to Serve as Early Childhood Special Education Teachers With Emphasis on Retention/ Recruitment, Full Qualifications, Rural Needs, Improving Services for Minority Children, and Training Minority Personnel

Infant/Toddler Personnel Grant
Grant No. H029Q20111 (1992–97)
Fiscal Agency: University of North Texas

Wayne Hresko, Director
Programs in Special Education
University of North Texas
P.O. Box 13857
Denton, TX 76203
(817) 565-3583
Fax: 817-565-4055

Target of Training: Graduate-level students in early childhood special education who currently hold state certification in special or early childhood education.

Training Program: The project provides master's-level specialized training in ECSE to meet the needs of children, birth through 6 years of age, with exceptional needs and at-risk indicators. The program is designed to lead to certification and an optional master's degree for both full-time and part-time students who currently are teaching.

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Recruitment and Preparation of Personnel Qualified to Serve Young Children With Disabilities

Infant/Toddler Personnel Grant
Grant No. H029Q30020 (1993–97)
Fiscal Agency: Utah State University

Sarah Rule
Center for Persons with Disabilities
Utah State University
UMC # 6845
Logan, UT 843226805
(801) 7501987

Target of Training: Bachelor's- and master's-level students in early childhood special education and related service personnel.

Training Program: The program will prepare students for preschool special education certification and related service personnel for transdisciplinary service. The project will recruit individuals from diverse cultures and those intend- ing to teach in rural areas; will implement a dual major in early childhood and early childhood special education; and will develop a transdisciplinary practicum and seminar on teaming skills.

Training Paraprofessionals as Interveners for Infants, Toddlers, and Preschool-Age Children Who Are Deaf-Blind

Infant/Toddler Personnel Grant
Grant No. H029Q20156 (1992–95)
Fiscal Agency: SKI*HI Institute, Utah State University

Linda Alsop, Director
Department of Communication Disorders
SKI*HI Institute
Utah State University
Logan, UT 84322
(801) 752-4601
Fax: 801-755-0317

Target of Training: Individuals to be trained at the paraprofessional level to act as an educational aid with young children who are deaf-blind.

Training Program: This project will develop an on-the-job training program for a new special education aide, called an intervenor, for infants, toddlers, and preschoolers who are deaf-blind. Over a 3-year period, 30 interveners will be trained who will serve these children in an early intervention, family-centered, home-based program and in a preschool center-based setting. The intervener will meet the needs of children who are deaf-blind who require a one-on-one intervention by a person who can act as the eyes and ears of the child.

Essential Early Education Reach Out Program

Infant/Toddler Personnel Grant
Grant No. H029Q30017 (1993–97)
Fiscal Agency: University of Vermont

Angela Capone
Center for Developmental Disabilities
University of Vermont
499C Waterman Building
Burlington, VT 05405
(802) 656-4031

Target of Training: Full-time early childhood/early childhood special education professionals currently working with young children with disabilities and their families.

Training Program: Through course work and practica experiences, students will earn a master's degree in special education with an emphasis in essential early education and state certification. Program graduates will be able to provide integrated, family-centered services to young children with disabilities and their families; provide direct and consultative services across settings; work with other agencies and disciplines to implement a comprehensive, coordinated system of services; and, assume the roles required to coordinate, implement, and evaluate services in rural settings.

Infant and Family Intervention Training Project

Infant/Toddler Personnel Grant
Grant No. H029Q20032 (1992–97)
Fiscal Agency: University of Virginia

Ann McAndrew, Project Coordinator
147 Ruffner Hall, University of Virginia
Charlottesville, VA 22903
(804) 924-0792
Fax: 804-924-0747

Target of Training: Students in special education, nursing, speech-language pathology, and clinical/school psychology.

Training Program: This project significantly expands the existing Infant and Family Intervention Training Project. The project adds the disciplines of speech-language pathology and nursing, thereby significantly enhancing the interdisciplinary aspects of the training. The expanded program will place greater emphasis on parents as trainers; expand practicum placements to neonatal intensive care units and other settings; and enhance student competencies in observational assessment and intervention in child-parent relationships.

Interdisciplinary Training in Early Childhood Special Education: An Individualized Approach to Course Work and Field-Based Experiences

Infant/Toddler Personnel Grant
Grant No. H029Q10101 (1991–94)
Fiscal Agency: Virginia Commonwealth University

Jennifer Kilgo, Project Director
Division of Teacher Education, Box 2020
Virginia Commonwealth University
Richmond, VA 23284-2020
(804) 367-1305
Fax: 804-367-1323

Target of Training: Graduate-level students with baccalaureate degrees in education or a related services field; and Virginia early intervention program teachers who lack endorsement in early intervention or ECSE. Recruitment efforts will target minority students.

Training Program: The project will develop and implement an interdisciplinary graduate training program to prepare special education students to serve infants, toddlers, and preschoolers with or at risk for disabilities, and their families. Training addresses early intervention, assessment, interdisciplinary team approaches, service coordination, interagency collaboration, and research methods.

Promoting Full Qualifications for Early Childhood Special Educators: A Mentorship Training Model

Infant/Toddler Personnel Grant
Grant No. H029Q20080 (1992–95)
Fiscal Agency: Virginia Commonwealth University

Jennifer Kilgo, Director
Division of Teacher Education, Box 2020
Virginia Commonwealth University
Richmond, VA 23284-2020
(804) 367-1305
Fax: 804-367-1323

Target of Training: Professionals employed in early childhood education and ECSE settings who seek full qualification requirements in ECSE through graduate-level training.

Training Program: The project will develop, expand, implement, and evaluate a graduate-level mentorship training program to help professionals working in early childhood meet full qualification requirements in ECSE. Program content will combine knowledge from child development, general early childhood education, ECSE, and other disciplines involved in early intervention. Training will consist of interdisciplinary course work and field experiences based on a mentorship training model.

Preparation of Infant/Toddler/Family Intervention Specialists

Infant/Toddler Personnel Grant
Grant No. H029Q00012 (1990–94)
Fiscal Agency: University of Washington

Marie Thompson, Director
Experimental Education Unit
University of Washington, WJ-10
Seattle, WA 98195
(206) 543-4011
Fax: 206-543-8480

Target of Training: Graduate-level students in early childhood special education.

Training Program: The project will train early intervention specialists to work with infants and toddlers with disabilities and their families in interdisciplinary settings. The program has two emphases: interdisciplinary case management and the family systems approach to service. Training will offer a full complement of required core courses, as well as recommended electives in related disciplines, in order to broaden and enhance students' training and skills. Students will complete practica in both university and community settings.

Training Early Intervention and Preschool Personnel: Preparing Early Childhood Interventionists to Work With Special Infants/Toddlers and Their Families Including Minority Families

Infant/Toddler Personnel Grant
Grant No. H029Q30062 (1993–97)
Fiscal Agency: University of Washington

Marie Thompson
Experimental Education Unit, WJ10
University of Washington
Seattle, WA 98195
(206) 543-4011

Target of Training: Master's-level students in early childhood special education.

Training Program: The program will augment the current program in which students earn a master's degree and state certification as early intervention specialists to work with infants and toddlers with disabilities and their families. The project adds two areas of major emphasis: 1) learning to work with infants and toddlers who are at very high risk (e.g., low birth weight, very premature, drug affected), who have Down syndrome, or who are developmentally delayed; and 2) learning to work with children from diverse populations in community settings.

Infants, Toddlers, and Preschool Children Training Program

Infant/Toddler Personnel Grant
Grant No. H029Q20146 (1992–97)
Fiscal Agency: Marshall University

Daryll Bauer
Department of Special Education
Marshall University
110 Jenkins Hall
Huntington, WV 25755
(304) 696-2340
Fax: 304-696-6221

Target of Training: Graduate students in early childhood special education.

Training Program: The project will develop, implement, and evaluate a competency-based teacher training program in early childhood special education. The curriculum and course activities will focus on the problems and resources in serving children, birth through 5 years, with disabilities, in rural areas. A significant component of the project will be the development of an interdisciplinary delivery system for the training program.

Preparing Early Intervention Personnel: A Distance Learning Model

Infant/Toddler Personnel Grant
Grant No. H029Q20132 (1992–97)
Fiscal Agency: Department of Special Education, West Virginia University

Wilfred Wienke and Barbara Ludlow, Co-Directors
Department of Special Education
504 Allen Hall
West Virginia University
Morgantown, WV 26506
(304) 293-4142
Fax: 304-293-7565

Target of Training: Professional educators from rural West Virginia who wish to pursue a master's-level degree in special education and teaching certification in preschool handicaps and/or credentials as an infant/toddler specialist.

Training Program: The project will recruit, train, and certify up to 60 professional educators for early intervention positions serving students in local schools and other community agencies. The project will use a distance learning model, including satellite delivery of course work (involving cross-disciplinary training and a case study approach) and on-the-job supervision of practicum experiences. Special efforts will be made to attract members of minority groups and other professional personnel undergoing midcareer changes.

Family-Centered, Interdisciplinary Training Project for Early Intervention

Infant/Toddler Personnel Grant
Grant No. H029Q20110 (1992–97)
Fiscal Agency: Waisman Center of University of Wisconsin

George Jeisen, Director
Waisman Center, Room 225
University of Wisconsin at Madison
1500 Highland Avenue
Madison, WI 53705
(608) 263-7710
Fax: 608-263-0529

Target of Training: Students in occupational therapy, speech-language pathology, special education, and social work.

Training Program: Training experiences will be designed to reflect the shift from a traditional service approach of assessing deficits and prescribing programming, to one of providing families with choice-based alternatives. Recruitment will focus on students interested in serving infants, toddlers, and preschoolers in community settings, with an emphasis on students from ethnic minorities. Written and videotaped materials will be developed and disseminated.

Training Teachers of Infants, Toddlers, and Preschoolers at High Risk or Disabled in a Family-Centered Interdisciplinary Model for Employment in Rural Areas

Infant/Toddler Personnel Grant
Grant No. H029Q10064 (1991–94)
Fiscal Agency: University of Wisconsin

David J. Franks, Project Director
Department of Special Education
University of Wisconsin
Eau Claire, WI 54720
(715) 836-5740
Fax: 715-836-3162

Target of Training: Undergraduate students in education; graduate students with a baccalaureate degree in occupational or physical therapy; and teachers with a baccalaureate degree and teaching certificate in some area of education.

Training Program: The project prepares personnel to work as members of interdisciplinary teams and as partners with parents in family-centered approaches to services for young children with or at risk for disabilities, particularly in rural areas. The program addresses entry-level competencies and will include core course work and fieldwork in center- and home-based preschool programs.

Doctoral Training in Research and Early Childhood Special Education

Leadership Personnel Grant
Grant No. H029D00024 (1990–95)
Fiscal Agency: University of Alabama

Ray Elliot, Director
University of Alabama
Box 870231
Tuscaloosa, AL 35487-0231
(205) 348-1438

Target of Training: Doctoral-level students with q master's degree in special education. Minority candidates are one of the target populations.

Training Program: The project will offer a full doctoral program in special education, with emphasis in research and early childhood special education. Course work will address a range of humanistic and behavioral areas, including language and social sciences. Practical experience in conducting research and functioning in an editorial role are critical features of the project.

Interdisciplinary Doctoral Preparation of Speech-Language Pathologists for Careers as Applied Researchers and Trainees in Early Intervention

Leadership Personnel Grant
Grant No. H029D10001 (1991–96)
Fiscal Agency: Arizona State University

M. Jeanne Wilcox, Director
Department of Speech & Hearing Science
Arizona State University
Tempe, AZ 85287-0102
(602) 865-9396
Fax: 602-965-9398

Target of Training: Students holding a baccalaureate or a master's degree in speech-language pathology or a related discipline, such as occupational therapy, physical therapy, psychology, and education.

Training Program: The project is designed to prepare doctoral-level speech-language pathologists to assume leadership roles in early intervention, with a specific focus on applied research and training. Students will acquire competencies through completion of a sequence of courses, field experiences, and research activities. Financial support will be provided for a total of eight doctoral students during the 5-year project.

Childhood Hearing Impairment Program (CHIP) — Ph.D.

Leadership Personnel Grant
Grant No. H029D20076 (1992–97)
Fiscal Agency: University of Connecticut

Antonia B. Maxon and Marion F. Cohen, Co-Directors
Communication Sciences U-85
University of Connecticut
Storrs, CT 06269-1085
(203) 486-3687 (Maxon); 486-3166 (Cohen)
Fax: 203-486-5422

Target of Training: Doctoral-level students who hold ASHA certification in audiology. Students with backgrounds in related fields may be considered for admission, and will acquire clinical certification in audiology as part of the program.

Training Program: The project offers a 3-year program of study to prepare students to be teachers, researchers, and administrators to address the needs of children, from birth through 6 years of age, who are hearing impaired, and their families. Students will take courses in speech-language content, issues relating to cultural diversity, and the impact of hearing impairment on the family. Clinical experience will be offered in assessment, management, and programming. The program offers some financial support.

Doctoral/Postdoctoral Training of Psychologists in Services to At-Risk and Handicapped Infants and Toddlers

Leadership Personnel Grant
Grant No. H029D90016 (1989–94)
Fiscal Agency: Georgetown University Child Development Center

Kathy Katz, Director
Georgetown University Child Development Center
3800 Reservoir Road NW
Washington, DC 20007
(202) 687-8635
Fax: 202-687-1954

Target of Training: Pre- and postdoctoral psychologists.

Training Program: The project offers leadership training for psychologists which emphasizes early intervention with infants with or at risk for disabilities and their families at the service, administration, and public policy levels. The program will interface with the interdisciplinary specialization in the infancy training program at Georgetown University. Trainees will be selected for a 6-month to 1-year full-time practicum experience, and will receive both disciplinary and cross-disciplinary supervision from the areas of special education, medicine, and allied health services.

A Leadership Training Program to Prepare Doctoral-Level Psychologists for a Specialization in Services for Drug-Exposed Infants and Their Families/Caregivers

Leadership Personnel Grant
Grant No. H029D30073 (1993–98)
Fiscal Agency: Georgetown Univesity Child Development Center

Kathy S. Katz
Georgetown University
Child Development Center
3800 Reservoir Road NW
Washington, DC 20007
(202) 687-8635

Target of Training: Pre- or postdoctoral psychologists

Training Program: The project will prepare 15 doctoral-level psychologists to provide early intervention services for infants exposed to drugs, and their families or caregivers. Trainees will be selected for a 6-month to 1-year, full-time internship experience. Trainees will receive both disciplinary supervision and cross-disciplinary supervision from special education, medicine, and allied health services. Training experiences will include direct intervention with infants exposed to drugs and their families in a variety of settings and interventions.

Spanning Boundaries: Doctoral Leadership Training in Early Intervention

Leadership Personnel Grant
Grant No. H029D30054 (1993–98)
Fiscal Agency: The George Washington University

Carole Brown
George Washington University
Office of Sponsored Research
2121 Eye Street NW
Washington, DC 20052

Target of Training: Doctoral students in early intervention/special education.

Training Program: This project is developing an integrated early intervention policy/research/practice program of advanced graduate study. Core coursework in early intervention/special education will be blended with courses in education and human development, government and public administration, and the arts and sciences. Internship opportunities in public policy and programmatic areas are available at national advocacy organizations and through forums, seminars, and services. A special option is collaborative research training at the Center for Family Research.

Leadership Training in Early Childhood Special Education

Leadership Personnel Grant
Grant No. H029D10062 (1991–94)
Fiscal Agency: Florida State University

Mary Frances Hanline, Director (B-172)
Department of Special Education, STB 205
Florida State University
Tallahassee, FL 32306-3024
(904) 644-4880
Fax: 904-644-6377

Target of Training: Graduate students holding a master's degree in education or a related discipline, such as occupational therapy or speech-language pathology.

Training Program: The project will develop a doctoral-level leadership training program based on competencies recommended by the Division for Early Childhood, and on anticipated infant specialist and pre-kindergarten handicapped competencies for the state of Florida. Students will complete graduate course work, a doctoral seminar, a leadership practicum, a dissertation, and individualized research, reading, and teaching activities. Training will address social and philosophical foundations of education and special education, curriculum and methods in special education, and typical and atypical early development.

Interdisciplinary Doctoral Leadership Program: Preparing Culturally Competent, Family-Centered Early Intervention and Preschool Professionals

Leadership Personnel Grant
Grant No. H029D30010 (1993–98)
Fiscal Agency: The University of Georgia

Zolinda Stoneman
University of Georgia
621 Graduate Studies Building
Athens, GA 30602
(706) 542-4827

Target of Training: Preservice doctoral students in the interdisciplinary Leadership Training Program, with a special recruitment effort for students of color.

Training Program: This leadership training program features a strong interdisciplinary focus; a concentration on traditionally neglected areas of study; comptency-based instruction; training in three key leadership roles — researcher, university teacher, and leader/policy specialist; and systematic implementation and evaluation with a careful management plan and evaluation model.

Personnel Leadership for Early Intervention

Leadership Personnel Grant
Grant No. H029D10085 (1991–96)
Fiscal Agency: University of Illinois

Jeanette McCollum, Director
Department of Special Education
University of Illinois
1310 South 6th Street
Champaign, IL 61820
(217) 333-0260

Target of Training: Doctoral-level students with a master's degree in one of the human services disciplines (e.g., special education, occupational therapy, physical therapy).

Training Program: The project will prepare interdisciplinary professionals to address early intervention personnel issues from the perspectives of research, policy, and training. The project will interweave an emphasis on family-centered services, interdisciplinary interaction, interagency coordination, personnel standards, and development with leadership knowledge and skills in research and policy. Course work will emphasize personnel issues and practices within and across early intervention disciplines. The program will offer opportunities for field experiences and applied internships with state or federal agencies.

Preparation of Leadership Personnel (Pediatric Habilitative Audiologists): Northwestern University

Leadership Personnel Grant
Grant No. H029D10020 (1991–94)
Fiscal Agency: Northwestern University

Dean Garstecki, Director
Northwestern University Audiology and
Hearing Science Program
2299 Sheridan Road
Evanston, IL 60208
(708) 491-3164

Target of Training: Doctoral-level students who hold a master's degree in audiology or a related service field (e.g., speech-language pathology).

Training Program: The project will develop and evaluate a doctoral-level training program focused on the problems related to severe to profound hearing loss in infants, toddlers, and young children. The curriculum emphasizes development of the student's research skills, with an opportunity to develop teaching and clinical service skills. Students will complete core course work in audiology. Additional courses address such areas as communication intervention, learning disabilities, developmental auditory perception, and pediatric audiology. Training will lead to a Ph.D. in audiology.

Family Leadership Training Program

Leadership Personnel Grant
Grant No. H029D00094 (1990–95)
Fiscal Agency: University of Kansas

Ann Turnbull & Rud Turnbull, Principal Investigators
Department of Special Education
University of Kansas
Dole Building, 3rd Floor
Lawrence, KS 66045
(913) 864-4954 or -7609

Target of Training: Doctoral-level special educators and related services providers.

Training Program: The project will offer training leading to a doctorate in education or special education. The program will prepare special educators who major in family studies and disability to provide national leadership in family-centered research, training, and program administration; and will prepare special educators and related services providers who minor in family studies and disability to provide leadership within their area of special education.

Preparation of Preschool Classroom Language Intervention Specialists

Leadership Personnel Grant
Grant No. H029D90046 (1989–94)
Fiscal Agency: University of Kansas

Mabel Rice, Director
Child Language Program
University of Kansas
1043 Indiana Street
Lawrence, KS 66044
(913) 864-4570

Target of Training: Predoctoral students with prior academic or practical experience in the fields of early childhood special education and/or speech-language pathology.

Training Program: The project will prepare doctoral-level students to serve as preschool classroom language intervention specialists. Training will focus on the special issues of preschool language instruction in least restrictive environments. The goal of training is to prepare personnel who can a) synthesize relevant developments in preschool language instruction within the regular classroom, b) develop significant research dealing with language training in the least restrictive environment, c) design and monitor integrated language programs, and d) train personnel to manage the special needs of language-impaired children.

Preparing Leadership Personnel in Early Childhood

Leadership Personnel Grant
Grant No. H029D00041 (1990–94)
Fiscal Agency: University of Kansas

Nancy Peterson, Director
Department of Special Education
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4954

Target of Training: Doctoral-level students in special education.

Training Program: The project is designed to prepare leadership personnel in special education with specific expertise in early childhood special education, covering infants, toddlers, preschoolers, and young primary age children with all types of disabilities or at-risk conditions and all levels of severity. Students in the 3- to 4-year program will specialize in early childhood special education and minor in a complementary field. Course work will be interdisciplinary. The program will offer year-long, mentor-led internships, long-term career planning, and computer literacy/computer use training.

Doctoral Leadership in Early Childhood Special Education: Preparing Researchers and Teacher-Educators

Leadership Personnel Grant
Grant No. H029D00030 (1990–95)
Fiscal Agency: University of Maryland

Paula Beckman & David Cooper, Directors
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 405-6492

Target of Training: Doctoral-level students in early childhood special education.

Training Program: The project will prepare doctoral-level personnel with skills in research, teaching, and advocacy. Training is provided through a combination of course work, intensive field placements, dissertation, and related research experiences. A major vehicle for attaining research experience is through a 3-year research apprenticeship that systematically provides the trainee with structured experiences leading to independent research skills. Trainees also will participate (with faculty) in a monthly research colloquium as a forum for presenting and evaluating research.

Doctoral Training for Speech-Language Pathologists in Early Childhood Language Study

Leadership Personnel Grant
Grant No. H029D10051 (1991–95)
Fiscal Agency: Emerson College

Barry Prizant, Director
Division of Communication Disorders
Emerson College
168 Beacon Street
Boston, MA 02116
(617) 578-8732

Target of Training: Doctoral-level students with a master's degree in speech-language pathology or another early childhood language specialty.

Training Program: The project will prepare doctoral-level leadership personnel in speech-language pathology to work as teachers/scholars and researchers. The project has two goals: (1) to provide intensive preservice doctoral education for future faculty, with emphasis on meeting the needs of infants, toddlers, and preschool children with language and communication disorders and those at risk for these conditions; and (2) to prepare researchers to add to the knowledge base on language development, early language disorders, prevention, and intervention to enhance child and family outcomes. Approximately four students per year will participate in the program.

Minnesota Leadership Program in Early Childhood Special Education

Leadership Personnel Grant
Grant No. H029D20082 (1992–95)
Fiscal Agency: University of Minnesota

Susan Hupp
Department of Educational Psychology
229 Burton Hall, University of Minnesota
178 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-1003
Fax: 612-624-8241

Target of Training: Doctoral-level students in early childhood special education.

Training Program: Training will focus study on three areas that underlie exemplary programming: a) an ecological basis in which the needs of children and families for functioning within natural environments are considered paramount; b) an interdisciplinary approach to programming as the basis for program and research development; and c) community integration initiatives as examples of enhancing the participation of children and their families.

Interdisciplinary Postdoctoral Training in Early Intervention

Leadership Personnel Grant
Grant No. H029D00059 (1990–95)
Fiscal Agency: University of North Carolina

Donald Bailey and Rune Simeonsson, Co-Directors
Frank Porter Graham Child Development Center
University of North Carolina
CB# 8180, 105 Smith Level Road
Chapel Hill, NC 27599-8180
(919) 966-4250
Fax: 919-966-7532

Target of Training: Postdoctoral students from diverse professional and educational backgrounds.

Training Program: The project provides an opportunity for recent doctoral graduates and experienced professionals to expand their research skills and apply them to significant questions about early intervention for children with disabilities and their families. Program requirements include 1) participation in a core seminar on early intervention research issues and methodologies; 2) participation in an advanced seminar emphasizing themes of longitudinal, life-course development and interdisciplinary health-behavioral research integration; and 3) engagement in planned research activities.

Interdisciplinary Training in Early Intervention

Leadership Personnel Grant
Grant No. H029D90062 (1989–94)
Fiscal Agency: University of North Carolina

Rune J. Simeonsson, Director
School of Education
University of North Carolina
CB# 3500
Chapel Hill, NC 27599-3500
(919) 962-5579 or 966-6634
Fax: 919-966-7532

Target of Training: Doctoral-level students with academic or practical experience in education, psychology, or allied health areas. Special efforts will be made to attract minority candidates.

Training Program: This interdisciplinary training program will prepare leaders in school psychology, special education, and allied health to advance the teaching, research, and clinical base of early intervention. Sudents will pursue an area of concentration and a minor area related to early intervention. Each component will focus on the development of competencies for early intervention leaders in terms of teaching, research, and clinical skills. Training will lead to a Ph.D. with an emphasis in special education, school psychology, or other relevant discipline.

Interdisciplinary Training for Leadership in Serving Infants, Toddlers and Preschoolers With Disabilities

Leadership Personnel Grant
Grant No. H029D30080 (1993–98)
Fiscal Agency: Kent State University

Philip Safford
Bureau of Research & Graduate Studies
Kent State University
Room 233 Lowry Hall
PO Box 5190
Kent, OH 44242-0001
(216) 672-2580

Target of Training: Doctoral students in special education, speech-langauge pathology, and audiology.

Training Program: Students will complete both basic requirements of their respective doctoral program and an especially designed 3-year sequence of interdisciplinary training experiences. A total of 12 students, recruited from among successful professionals who aspire to leadership roles and demonstrate strong qualifications as potential trainers/researchers and leaders, will be supported.

Preparing Doctoral Level Leadership Personnel in Communications for Infants, Toddlers and Preschoolers

Leadership Personnel Grant
Grant No. H029D00091 (1990–95)
Fiscal Agency: University of Oklahoma

Glenda Ochsner, Director
Department of Communications Disorders
College of Allied Health
University of Oklahoma
P.O. Box 26901
Oklahoma City, OK 73190
(405) 271-4214

Target of Training: Doctoral-level personnel in speech-language pathology and audiology. Students include minorities and persons with disabilities.

Training Program: This training program will prepare leadership personnel in speech-language pathology and audiology who are knowledgeable in the specific communication problems of at-risk and severely handicapped infants, toddlers, and preschoolers, and have good working knowledge of the use of modern technology, including augmentative instrumentation and computers. The program will combine graduate course work in normal and disordered communication and related areas; advanced practicum; applied research; and training assignments.

Early Childhood Doctoral Training School Psychology Program

Leadership Personnel Grant
Grant No. H029D00056 (1990–95)
Fiscal Agency: University of Oregon

Mark Shinn, Ruth Kaminski, & Diane Bricker, Co-Directors
Center on Human Development
University of Oregon
901 East 18th Street
Eugene, OR 97403
(503) 686-2144 (Shinn)
686-2145 (Kaminski)
346-3568 (Bricker)
Fax: 503-346-5639

Target of Training: Doctoral-level school psychologists.

Training Program: The project offers school psychology/early childhood leadership training focused on infants and young children who have or are at risk for disabilities, and their families. Students will be trained in a) conducting functional and ecologically valid assessments of infants and toddlers and their families; b) designing, implementing, and evaluating early intervention programs; c) conducting applied research; and e) providing instruction and training in the area of early childhood/school psychology at institutions of higher education.

Leadership Training in Early Intervention

Leadership Personnel Grant
Grant No. H029D90110 (1989–94)
Fiscal Agency: University of Oregon

Diane Bricker & Jane Squires, Directors
Center on Human Development
University of Oregon
901 East 18th Street
Eugene, OR 97403
(503) 686-3568
SpecialNet: TRD
Fax: 503-346-5639

Target of Training: Doctoral-level students with backgrounds in education, allied health, and related disciplines.

Training Program: The program has three objectives: 1) preparing students to become experts in program development, implementation, and evaluation for children with special needs and their families; 2) preparing students to become experts in policy development; and 3) preparing students to conduct research that is directed toward the enhancement of educational services for these children and their families. Training will be highly individualized, with a core research emphasis. The program leads to a doctorate in special education.

Preparation of Leadership Personnel: An Interdisciplinary Doctoral Degree Training Program in Special Education

Leadership Personnel Grant
Grant No. H029D20106 (1992–97)
Fiscal Agency: Division of Special Education and Rehabilitation, University of Oregon

Daniel W. Close, Director
301 Clinical Services Building
University of Oregon
Eugene, OR 97403
(503) 345-2621
Fax: 503-346-5639

Target of Training: Doctoral-level students in special education.

Training Program: An interdisciplinary program that trains doctoral students to assume leadership positions in higher education, applied research settings, educational social service agency administration, and service delivery program development situations. Training includes course work, practica, internships, interdisciplinary seminars, and clinical team participation. Students also will be trained to develop new model programs, expand existing programs, and provide technical assistance to enhance the effectiveness of existing educational and social services.

Doctoral Program in Pediatric Physical Therapy

Leadership Personnel Grant
Grant No. H029D00005 (1990–95)
Fiscal Agency: Hahnemann University

Susan K. Effgen, Director
Program in Physical Therapy
Hahnemann University, Mail Stop 502
Broad and Vine
Philadelphia, PA 19102
(215) 762-4970

Target of Training: Doctoral-level students in pediatric physical therapy.

Training Program: The doctoral program will train pediatric physical therapists to assume leadership roles through teaching, research, or clinical practice for infants, toddlers, children, and youth with disabilities, and their families. It is designed to provide a comprehensive course of study in pediatric physical therapy and is divided into five areas: research processes, teaching, basic sciences, pediatric physical therapy evaluation and intervention, and a related cognate area. Practica, comprehensive and qualifying examinations, and a dissertation are required.

Penn State Collaborative Leadership Program for Early Intervention

Leadership Personnel Grant
Grant No. H029D20032 (1992–97)
Fiscal Agency: The Pennsylvania State University

John Neisworth, Director
Department of Educational and School Psychology
and Special Education
227 CEDAR Building
The Pennsylvania State University
University Park, PA 16802
(814) 863-2280
Fax: 814-863-7750

Target of Training: Doctoral students in special education and in school psychology. Special efforts will be made to attract minority students.

Training Program: This early intervention leadership program will employ an interdisciplinary approach to train leaders to prepare new professionals and to advance the interdisciplinary field of early intervention. Practica and internships will be integrated with academic course work. The program of study will emphasize interdisciplinary knowledge and skills and family-centered practices.

Leadership Training in Early Childhood Special Education

Leadership Personnel Grant
Grant No. H029D90071 (1989–94)
Fiscal Agency: Peabody College, Vanderbilt University

Ann Kaiser, Director
Department of Special Education
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-8186
Fax: 615-322-8236

Target of Training: Doctoral-level students who have a master's degree in education or a related field, and at least 2 years of teaching experience.

Training Program: The project will offer interdisciplinary, competency-based training in early childhood special education that focuses on developing professional leadership skills in research, teacher training, and social policy. Students will complete a core of special education courses, a seminar each semester that addresses research issues, and a minor that is related to early childhood issues. Students will teach college-level courses and serve as mentors for incoming master's-level students. The research sequence for each student will move progressively from providing assistance on faculty research projects, to conducting independent research investigations.

Preparation of Leadership Personnel: Audiology, Hearing Impairment and the High-Risk Infant

Leadership Personnel Grant
Grant No. H029D10008 (1991–96)
Fiscal Agency: Vanderbilt University

Fred Bess, Director
Division of Hearing & Speech Sciences
Vanderbilt University
School of Medicine
Nashville, TN 37212
(615) 322-4099
Fax: 615-343-7705

Target of Training: Graduate students with background in communication disorders. Most students will hold a master's degree, but this is not required.

Training Program: The project will prepare doctoral-level leadership personnel who can assume roles as administrators, teacher/investigators, and researchers addressing the needs of hearing-impaired and high-risk infants and preschool children, and their families. The program leads to a Ph.D. in audiology with a multidisciplinary minor focusing on the high-risk infant.

A Program to Prepare Doctoral-Level Special Educators With an Early Childhood Emphasis Area

Leadership Personnel Grant
Grant No. H029D30013 (1993–98)
Fiscal Agency: Utah State University

Sarah Rule
Center for Persons with Disabilities
Utah State University
Logan, UT 84322-6805
(801) 750-1987

Target of Training: Doctoral students in early childhood special education.

Training Program: Doctoral students will be prepared to: prepare personnel, including those who will serve as members of interdisciplinary teams; conduct research addressing effective patterns of service delivery and methods of personnel preparation; develop and supervise intervention programs for young children with disabilities and their families; and serve as leaders in program administration and evaluation at the state and local levels. Five students will be supported each year, with 12 to 15 students participating each year.

Project HEAR: Preparation of Teachers to Work With Elementary, Preschool, Multiple Handicapped, or Bilingual D/HH Children

Low Incidence Grant
Grant No. H029A30023 (1993–97)
Fiscal Agency: University of Arizona

Shirin Antia
Department of Special Education and Rehabilitation
College of Education
University of Arizona
Tucson, AZ 85721
(602) 621-3214

Target of Training: Graduate-level students preparing to serve as teachers of children who are deaf or hard of hearing and who live in Arizona, New Mexico, Texas, and Utah. Emphasis will be given to recruting minority students and students who are deaf or hard of hearing.

Training Program: Training will prepare teachers to work with children who are deaf or hard of hearing in one of the following areas: early childhood education; education of children with multiple handicaps; bilingual, bicultural education with a focus on children from minority populations and children who are deaf whose first language is American Sign Language; and elementary education with a focus on literacy.

Visually Impaired Personnel Preparation (VIPP)

Low Incidence Grant
Grant No. H029A30005 (1993–97)
Fiscal Agency: University of Arizona

Daniel Head
Department of Special Education and Rehabilitation
College of Education
University of Arizona
Tucson, AZ 85721
(602) 621-7822

Target of Training: Graduate-level students seeking an M.A. degree and teacher certification, with recruiting emphasis given to trainees from rural areas and of Latino and American Indiana origin.

Training Program: The VIPP program will offer coursework leading to an M.A. degree and teacher certification in visual impairments, as well as two minor specialization tracks: 1) teachers of children with both visual and severe multiple disabilities; and 2) teachers of infants and toddlers with visual impairments. Coursework will be integrated with intensive practicum experiences.

Training Rural Educators in Kentucky — Distance Learning (TREK-DL)

Low Incidence Grant
Grant No. H029A20003 (1992–95)
Fiscal Agency: University of Kentucky

Belva Collins, Project Director
Special Education
University of Kentucky
229 Taylor Education Building
Lexington, KY 40506-0001
(606) 257-8591
Fax: 606-258-1046

Target of Training: Graduate-level students from rural areas of Kentucky, who hold undergraduate degrees in special education, family studies, social work, recreational therapy, or psychology.

Training Program: TREK-DL is designed to provide graduate-level study in educating the severely/profoundly handicapped in a way that meets the needs of educators in rural Appalachia Kentucky. Instruction will be delivered through currently available technology — satellite or compressed video — at five community college sites located in rural areas of eastern and central Kentucky.

Preparation of Minority Teachers to Serve Infants, Toddlers, and Preschoolers With Disabilities

Minority Institutions Grant
Grant No. H029E20035 (1992–96)
Fiscal Agency: San Jose State University

Gilbert Guerin, Director
Division of Special Education
San Jose State University
1 Washington Square
San Jose, CA 95192-0078
(408) 924-3667
Fax: 408-924-3713

Target of Program: Teachers from minority populations seeking master's-level training in early childhood special education and speech therapy.

Training Program: The program recruits, trains, supports, and places minority teachers to work with infants, toddlers, and preschool children with disabilities, their families, and related providers. It is designed to encourage minority students to enter the field of early childhood special education and to provide them with the appropriate knowledge, skills, and field experiences. It also provides an opportunity for minority faculty to model the success that can come from advanced study and specialization.

Howard University Program to Educate Audiologists to Serve the Infant, Toddler, Child, and Youth Hearing Impaired Population

Minority Institutions Grant
Grant No. H029E20011 (1992–96)
Fiscal Agency: Howard University Graduate School

Diane M. Scott, Director
Department of Communication Sciences and Disorders
Howard University
Washington, DC 20059
(202) 806-4051 or -6990
Fax: 202-232-8305

Target of Program: Audiologists seeking master's-level training.

Training Program: This specialized training in pediatric and educational audiology is designed to prepare audiologists to deliver early intervention services to infants and children who are hearing impaired, and their families. Nine audiologists will receive master's-level training in audiology with additional academic and clinical competencies in: parenting the child with disabilities; audiology in the school setting; and language of the deaf child.

Preservice Preparation of Speech-Language Pathologists to Assess and Manage Oral Motor Dysfunction in Pediatric Populations

Minority Institutions Grant
Grant No. H029E30002 (1993–97)
Fiscal Agency: Howard University

Noma B. Anderson, Project Director
Department of Communication Sciences and Disorders
Howard University
Washington, DC 20059
(202) 806-6990
Fax: 202-232-8305

Target of Program: Master's-level students in speech-language pathology.

Training Program: The project will prepare students to address the needs of infants, toddlers, children, and youth with oral motor dysfunction and dysphagia. Master's-level training will be augmented by academic and clinical training in early language development and disorders, parenting a child with disabilities, dysphagia, oral motor dysfunction, and neurodevelopmental treatment.

Project HITOS (Helping Infants and Toddlers on to Success)

Minority Institutions Grant
Grant No. H029E10077 (1991–96)
Fiscal Agency: University of New Mexico

Carol Westby and Mary Bolton-Koppenhaver,
Project Directors
UAP/UNM Medical School
Albuquerque, NM 87131
(505) 272-3000

Target of Training: Graduate-level students in nursing, special education, early childhood education, family studies, occupational therapy, physical therapy, and speech-language pathology; professionals within early childhood and rehabilitation fields who are not trained in early childhood issues. Recruitment will focus on American Indian and Hispanic students and professionals.

Training Program: The project will support four graduate students (including at least one minority student) who will enroll in two elective courses within the master's degree program, one on infant assessment and one on family-centered intervention. Students will complete a practica semester at a hospital neonatal intensive care unit, in a community program for infants and toddlers, and in a community or public school program for preschoolers who have disabilities and are culturally or linguistically diverse.

VENTANAS: Opening Windows of Opportunity for Young C/LD Children with Special Needs Through Expanded Training of Minority/Rural and Other Special Educators

Minority Institutions Grant
Grant No. H029E30088 (1993–98)
Fiscal Agency: University of New Mexico

Isaura Barrera
Special Education, MV 3006
University of New Mexico
Albuquerque, NM 97131
(505) 277-5018

Target of Training: Teacher trainees in special education, bilingual/multicultural early childhood education, and early childhood education.

Training Program: The project augments the existing early childhood program and responds to three needs: the need for training minority and/or rural educators; the need for curricula and training experiences that address specific culturally responsive, interactional, and instructional competencies for appropriate instruction; and the need to establish inclusive and collaborative networks among bilingual/multicultural early childhood educators, early childhood educators, and special education early educators.

Medgar Evers College Special Education Teacher Training Program

Minority Institutions Grant
Grant No. H029E30091 (1993–98)
Fiscal Agency: Research Foundation of CUNY on Behalf of Medgar Evers College

Pauline Bynoe and George Morales
Medgar Evers College
1650 Bedford Avenue
Brooklyn, NY 11225-2298
(718) 270-4962

Target of Training: Minority students seeking paraprofessional and professional degrees in early childhood and elementary education.

Training Program: The program will recruit, retain, and provide dual certification in general and special education to 30 minority and bilingual students annually. It will provide an associate degree in education to paraprofessionals, and will establish The Professional Development Center to provide opportunities to develop and refine effective teaching practices.

Plan to Achieve Accreditation of a Training Program in Speech Pathology and Audiology

Minority Institutions Grant
Grant No. H029E10075 (1991–96)
Fiscal Agency: South Carolina State College

Harold Powell, Director
Department of Speech Pathology & Audiology
South Carolina State College
P.O. Box 7096
Orangeburg, SC 29117
(803) 536-8074
Fax: 803-536-8429

Target of Training: Graduate-level students with baccalaureate degree in speech-language pathology.

Training Program: The project offers an emphasis on working with preschool children with disabilities, by incorporating course work and practica into the existing graduate program in speech-language pathology. The project will develop a core curriculum of courses addressing conditions making children at risk, conditions that predispose children to disabilities, diagnosis, planning programs, and working with children with disabilities.

Preparation of Minority Personnel to Provide Speech, Language, Hearing Services to Infants, Toddlers, Children, and Youth

Minority Institutions Grant
Grant No. H029E10073 (1991–94)
Fiscal Agency: Tennessee State University

Harold Mitchell, Director
Department of Speech Pathology and Audiology
Tennessee State University
3500 John Merritt Boulevard
Nashville, TN 37209
(615) 320-3229

Target of Training: Speech-language pathology students with baccalaureate degree. Recruitment will emphasize students from minority backgrounds and from rural and underserved areas.

Training Program: Students will complete course work in speech pathology addressing the needs of infants, toddlers, and preschoolers. Field experiences will be offered in Head Start settings. Students also will participate in practica in rehabilitation agencies, hospital settings, and university clinic satellites. Students will learn to assist children with special needs through stimulatory language and behavioral, cognitive, and other exercises to build their independence and self confidence in social settings.

Parent Training and Information Centers (PTIs)

The H029M competition currently funds 67 PTIs throughout the United States and governing jurisdictions to provide training and information to the families of infants, toddlers, children, and youth with disabilities, and to people who work with these families to enable them to participate more effectively with professionals in meeting the educational needs of children.

The following PTIs are funded during 1993–94.

Special Education Action Committee (SEAC)
Carol Blades
P.O. Box 161274
Mobile, AL 36616-2274
(205) 478-1208
Special Net: AL.SEAC
(800) 222-7322
Fax: 205-473-7877

Alaska PARENTS Resource Center
Jenny Walden-Weaver
540 International Airport Road, Suite 250
Anchorage, AK 99518
(907) 563-2246
(800) 478-7678 (AK only)
Fax: 907-563-2257

Pilot Parent Partnerships
Mary Slaughter & Judie Walker
2150 East Highland Avenue, Suite 105
Phoenix, AZ 85016
(602) 468-3001
(800) 237-3007 (AZ only)
Fax: 602-468-3001 — call first

Arkansas Disability Coalition
Bonnie Johnson
10002 West Markham, Suite B7
Little Rock, AR 72205
(501) 221-1330 (voice/TDD)
Fax: 501-221-9067

FOCUS, Inc.
Barbara Semrau
603 South Madison
Jonesboro, AR 72401
(501) 935-2750
(501) 221-1330 (voice/TDD)
Fax: 501-931-1111

DREDF
Pam Steneberg
2212 6th Street
Berkeley, CA 94710
(510) 644-2555
Fax: 510-841-8645

Exceptional Parents Unlimited
Marian Karian
4120 North 1st Street
Fresno, CA 93726
(209) 229-2000
Fax: 209-229-2956

Matrix, A Parent Network and Resource Center
Joan Kilburn
555 Northgate Drive, Suite A
San Rafael, CA 94903
(415) 499-3877
Fax: 415-507-9457

Northern California Parent Training and Information Coalition: (NCC)
Florence Poyadue
Parents Helping Parents
535 Race Street, Suite 140
San Jose, CA 95126
(408) 288-5010
Fax: 408-288-7493

Parents Helping Parents
Lois Jones
1801 Vincente Street
San Francisco, CA 94116
(415) 564-0722
Fax: 415-681-1065

Team of Advocates for Special Kids, Inc. (TASK)
Joan Tellefson
100 West Cerritos Avenue
Anaheim, CA 92805-6546
(714) 533-TASK (8275)
Fax: 714-533-2533

PEAK Parent Center, Inc.
Judy Martz & Barbara Buswell
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80918
(719) 531-9400
(719) 531-9403 (TDD)
(800) 284-0251
Fax: 719-531-9452

Connecticut Parent Advocacy Center, Inc
Nancy Prescott
5 Church Lane, Suite # 4
P.O. Box 579
East Lyme, CT 06333
(203) 739-3089
(800) 445-2722 (CT only)
Fax: 203-739-7460

PIC of Delaware, Inc.
Marie-Anne Aghazadian
700 Barksdale Road, Suite 6
Newark, DE 19711
(302) 366-0152
(302) 366-0178 (TDD)
Fax: 302-366-0276

COPE
Charlene Howard
P.O. Box 90498
Washington, DC 20090-0498
(202) 543-6046, 6482
Fax: 202-543-6682

Family Network on Disability
Janet Jacoby
5510 Gray Street, Suite 220
Tampa, FL 33609
(813) 289-1122 (voice/TDD)
Fax: 813-286-8614

Parents Educating Parents (PEP)
Patty Webb
Georgia ARC
2860 East Point Street, Suite 200
East Point, GA 30344
(404) 761-3150
(404) 761-2745 (voice/TDD/TTY)
Fax: 404-767 2258

AWARE/Learning Disabilities Association of Hawaii (LDAH)
Kathy Gould & Susan Klopotek
200 North Vineyard Boulevard, Suite 103
Honolulu, HI 96817
(808) 536-2280
Fax: (808) 537-6780

Idaho Parents Unltd., Inc.
Debra Johnson
Parent Education Resource Center
4696 Overland Road, Suite 478
Boise, ID 83705
(208) 342-5884 (voice/TDD)
(800) 242-IPUL (4785)
Fax: 208-342-1408

Designs for Change
Donald Moore
6 North Michigan Avenue, Suite 1600
Chicago, IL 60602
(312) 857-9292
Fax: 312-857-9299

Family Resource Center on Disabilities
Charlotte Des Jardins
20 East Jackson Boulevard, Room 900
Chicago, IL 60604
(312) 939-3513
(312) 939-3519 (TDD/TTY)
Fax: 312-939-7297

IN*SOURCE
Richard Burden
833 Northside Boulevard
Building # 1, Rear
South Bend, IN 46617
(219) 234-7101
(800) 332-4433 (IN only)
Fax: 219-287-9651

Iowa Exceptional Parents Center (IEPC)
Carla Lawson
33 North 12th Street
P.O. Box 1151
Fort Dodge, IA 50501
(515) 576-5870
(800) 952-4777 (parents only)
Fax: 515-576-8209

Families Together, Inc.
Patricia Gerdel
501 Jackson, Suite 400
Topeka, KS 66603
(913) 233-4777 (voice/TDD)
(800) 264-6343 (KS only)
Fax: 913-233-4787

Kentucky Special Parent Involvement Network (KY-SPIN)
Paulette Logsdon
2210 Goldsmith Lane, Suite 118
Louisville, KY 40218
(502) 456-0923
(800) 525-7746
Fax: 502-456-0893

Program of Families Helping Families of Greater New Orleans
Debbie Braud and Rose Gilbert
4323 Division Street, Suite 110
Metairie, LA 70002-3179
(504) 888-9111
(800) 766-7736 (Parents)
Fax: 504-888-0246

Special Needs Parent Information Network (SPIN)
Janice LaChance and Margaret Squires
P.O. Box 2067
Augusta, ME 04388-2067
(207) 582-2504
(800) 325-SPIN (ME only)
Fax: (207) 582-5022

Parents Place of Maryland, Inc.
Donna Fluke
7257 Parkway Drive, Suite 210
Hanover, MD 21076
(410) 712-0900 (voice/TDD)
Fax: 410-712-0902

Federation for Children With Special Needs
Artie Higgins
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915
(800) 331-0688 (MA only)
Fax: 617-695-2939

Citizens Alliance to Uphold Special Education (CAUSE)
Sue Pratt
313 South Washington Square, Suite 040
Lansing, MI 48933
(517) 485-4084 (voice/TDD/TTY)
(800) 221-9105 (MI only)
Fax: 517-485-4145

Parents Are Experts: Parents Training Parents Project
Barbara Cardinal and Martha Wilson
23077 Greenfield Road
Suite 205
Southfield, MI 48075-3744
(313) 557-5070 (voice/TDD)
Fax: 313-557-4456

PACER Center, Inc.
Marge Goldberg and Paula F. Goldberg
4826 Chicago Avenue, South
Minneapolis, MN 555417
(612) 827-2966 (voice/TDD)
(800) 53-PACER (MN only)
Fax: 612-827-3065

Missouri Parents Act - MPACT
Mairanne Toombs, Director
1722 West South Glenstone, Suite 125
Springfield, MO 65804
(417) 882-7434 (voice/TDD)
(800) 743-7634 (MO only)
Fax: 417-882-8413

Beth Mollenkanp
MPACT St. Louis Office
8631 Delmar, Suite 300
St. Louis, MO 65804
(314) 997-7622 (voice/TDD)
(800) 995-3160 (MO only)
Fax: 314-997-5518

Carolyn Stewart
MPact Kansas City Office
3100 Main, Suite 303
Kansas City, MO 64111
(816) 531-7070
(816) 931-2992 (TDD)
Fax: 816-531-4777

Parents, Let's Unite For Kids (PLUK)
Katharine Kelker
EMC/SPED Building, Rm 267
1500 North 30th Street
Billings, MT 59101-0298
(406) 657-2055
(800) 222-7585 (MT only)
Fax: 406-657-2061

Nebraska Parents' Center
Jean Sigler
3610 Dodge Street
Omaha, NE 68131
(402) 346-0525 (voice/TDD)
(800) 284-8520
Fax: 402-346-5253

Nevada Parent Connection
Barbara Bernabei
3380 South Arville Boulevard
Las Vegas, NV 89102
(702) 252-0529 x 112
Fax: 702-252-8780

Parent Information Center
Judith Raskin
151A Manchester Street
P.O. Box 1422
Concord, NH 03302-14226
(603) 224-6299
(603) 224-7005
(800) 232-0986 (NH only)
Fax: 603-224-4365

Statewide Parent Advocacy Network Inc., (SPAN)
Diana Cuthbertson, Executive Director
516 North Avenue East
Westfield, NJ 07090
(908) 654-7726
(800) 654-SPAN (NJ only)
Fax: 908-654-7880

EPICS Project
Martha Johnson
S.W. Communication Resources Inc.
P.O. Box 788, 2000 Camino del Pueblo
Bernalillo, NM 87004
(505) 867-3396 (voice/TDD)
(800) 767-7320 (voice/TDD)
Fax: 505-867-3398

Parents Reaching Out
Linda Coleman and Duane Edwards
Project ADOBE
1127 University Boulevard NE
Albuquerque, NM 87102
(505) 842-9045 (voice/TDD)
(800) 524-5176 (NM only)
Fax: 505-842-1451

Advocates for Children of New York, Inc.
Galen D. Kirkland
24-16 Bridge Plaza South
Long Island City, NY 11101
(718) 729-8866
Fax: 718-729-8931

Parent Network Center (PNC)
Joan M. Watkins
452 Delaware Avenue
Buffalo, NY 14202
(716) 885-1004
(716) 885-3577 (TDD)
(800) 724-7408 (NY State)
Fax: 716-885-9597

Resources for Children With Special Needs
Karen Schlesinger
200 Park Avenue South, Suite 816
New York, NY 10003
(212) 677-4650
Fax: 212-254-4070

Exceptional Children's Assistance Center
Connie Hawkins
P.O. Box 16
Davidson, NC 28655
(704) 892-1321
(800) 962-6817 (NC only)
Fax: 704-892-5028 (call first)

Parents Project
Brenda Patton
300 Enola Road
Morganton, NC 28655
(704) 433-2661
Fax: 704-438-6457

Pathfinder Family Center
Kathryn Erickson
Arrowhead Shopping Center
16 Street and 2nd Avenue SW
Minot, ND 58701
(701) 852-9426
(701) 852-9436 (TDD)
Fax: 701-838-9324

Child Advocacy Center
Cathy Heizman
1821 Summit Road, Suite 303
Cincinnati, OH 45237
(513) 821-2400
Fax: 513-821-2442

Ohio Coalition for the Education of Handicapped Children (OCEHC)
Margaret M. Burley
1299 Campbell Road, Suite B
Marion, OH 43302
(614) 382-5452 (voice/TDD)
(800) 374-2806
Fax: 614-382-2399

Parents Reaching Out in Oklahoma (PRO-OK Project)
Sharon Bishop
1917 South Harvard Avenue
Oklahoma City, OK 73128
(405) 681-9710 (voice/TDD)
(800) 759-4142
Fax: 405-685-4006

Oregon COPE Project, Inc.
Cheron Mayhall
999 Locust Street NE, Box B
Salem, OR 97303
(503) 373-7477 (voice/TDD/fax)

Palau Parent Network
Philomina Milong
P.O. Box 1583
Koror, Republic of Palau 76740
(680) 488-3513
Fax: 01-1680-488-2830

Mentor Parent Program
Gail Walker
Route 257, Salina Road
P.O. Box 718
Seneca, PA 16346
(814) 676-8615 (voice/fax)
(800) 447-1431 (PA only)

Parent Education Network
Louise Thieme
333 East 7th Avenue
York, PA 17404
(717) 845-9722 (voice/TDD)
(800) 522-5817 (voice/TDD) (PA only)
(800) 441-5052 (Spanish)
Fax: 717-848-3654

Parents Union for Public Schools
Christine Davis
311 South Juniper Street, Suite 602
Philadelphia, PA 19107
(215) 546-1166
Fax: 215-731-1688

Asociacion de Padres pro Biene Star/Ninos Impedidos de PR, Inc
Carmen Selles Vila
Box 21301
Rio Piedras, PR 00928-1301
(809) 763-4665 or 765-0345
Fax: 809-765-0345

Rhode Island Parent Information Network, Inc. (RIPIN)
Deanna Forist
Independence Square
500 Prospect Street
Pawtucket, RI 02860
(401) 727-4144
(401) 727-4161
Fax: 401-725-9960 (Indicate RIPIN on cover sheet)

PRO-PARENTS
Colleen Lee
2712 Middleburg Drive, Suite 102
Columbia, SC 29204
(803) 779-3859 (v/TDD)
(800) 759-4776 (SC only)
Fax: 803-252-4513

South Dakota Parent Connection
Monica Degen, Director
P.O. Box 84813
Sioux Falls, SD 57118-4813
(605) 335-8844 (voice/TDD)
(800) 640-4553(SD only)
Fax: 605-335-8504

Support and Training for Exceptional Parents (STEP)
Carol Westlake, Director
1805 Hayes Street, Suite 100
Nashville, TN 37203
(615) 639-0125
(800) 280-STEP (TN only)
(800) 848-0298 (TDD users)
Fax: 615-327-0827

Partners Resource Network, Inc. (PATH)
Janice Meyer
1090 Longfellow Drive, Suite B
Beaumont, TX 77706-4889
(409) 898-4684
(800) 866-4726
Fax: 409-898-4869

Project PODER
Veronica Valdez
2300 Commerce, Suite 205
San Antonio, TX 78207
(210) 222-2637
(800) 682-9747 (TX only)
Fax: 210-222-2638

Special Kids, Inc. (SKI)
Agnes A. Johnson
6202 Belmarke
Houston, TX 77087
(713) 643-9576
Fax: 713-643-6291

Utah Parent Center (UPC)
Helen W. Post
2290 East 4500 South, Suite 110
Salt Lake City, UT 84117
(801) 272-1051
(800) 468-1160 (UT only)
Fax: 801-272-3479

Vermont Parent Information Center (VPIC)
Connie Curtin
1 Mill Street
Burlington, VT 05401
(802) 658-5315 (voice/TDD)
(800) 639-7170 (VT only)
Fax: 802-655-5976

Parent Education Advocacy Training Center (PEATC)
Diedre Hayden
10340 Democracy Lane, Suite 206
Fairfax, VA 22030
(703) 691-7826

PAVE/STOMP (Specialized Training of Military Parents)
12208 Pacific Highway SW
Tacoma, WA 98499
(206) 588-1741 (voice/TDD)
Fax: 206-984-7520

A Touchstones Program
Joe Garcia
6721 51st Avenue South
Seattle, WA 98118
(206) 721-0867
Fax: 206-721-2422

Washington PAVE (Parents Advocating Vocational Education)
JoAnne Butts
6316 South 12th Street
Tacoma, WA 98465
(206) 565 2266 (voice/TDD)
(800) 5-PARENT (WA only)
Fax: 206-566-8052

West Virginia Parent Training and Information Project
Pat Haberbosch
104 East Main Street, Suite 3-B
Clarksburg, WV 26301
(304) 624-1436 (voice/TDD)
Fax: 304-622-5861

Parent Education Project of WI, INC. (PEP-WI)
Jan Serak and Charlotte Price
2192 South 60th Street
West Allis, WI 53219
(414) 328-5520
(800) 231-8382

Wyoming PIC
Terri Dawson
5 North Lobban
Buffalo, WY 82834
(307) 684-2277 (voice/TDD)
(800) 660-WPIC (WY only)
Fax: 307-684-5314

Training Minority Paraprofessionals in Early Intervention and Early Childhood for Employment in the Rural Arkansas Delta

Related Services Grant
Grant No. H029F20101 (1992–95)
Fiscal Agency: Focus, Inc.

Barbara Semrau, Executive Director
Focus, Inc.
2917 King Street, Suite C
Jonesboro, AR 72401
(501) 935-2750
Fax: 501-931-1111

Target of Training: Paraprofessionals from minority cultures who are working with children and families in early childhood and early intervention programs throughout the rural Arkansas Delta region.

Training Program: The training curriculum and competencies are based on a family-centered early intervention and early childhood model, and reflect the certification requirements identified by the Arkansas Interagency Coordinating Council. In addition to providing instruction, instructors will observe trainees as they interact with children and families in their programs, to ensure demonstrated achievement of the required competencies.

Related Service Preparation to Serve Infants, Toddlers, and Preschoolers With Disabilities

Related Services Grant
Grant No. H029F30017 (1993–97)
Fiscal Agency: San Jose State University Foundation

Gil Guerin
San Jose State University
One Washington Square
San Jose, CA 95192-0078
(408) 924-3667
Fax: 408-924-3713

Target of Training: Related service students in school nursing, school psychology, and occupational therapy, who will pursue certification in early childhood intervention and an M.A. degree.

Training Program: Students will acquire competencies in serving preschoolers with disabilities, in working with diverse multicultural and multilingual populations within transdisciplinary settings, and in service coordination. The project will recruit and support 24 students, and will provide faculty with an opportunty to develop courses that address these competencies.

Infant Specialization Training for Related Service Providers

Related Services Grant
Grant No. H029F20052 (1992–96)
Fiscal Agency: Georgetown University Child Development Center

Toby Long, Director
Georgetown University Child Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-8522
Fax: 202-687-1954

Target of Training: Entry-level students enrolled in training programs in occupational therapy, physical therapy, and speech/language pathology, and who have no prior experience working with infants.

Training Program: The 8- to 12-week program develops knowledge and competencies in providing services to medically fragile and at-risk children, from birth to 3 years of age, and their families. Students will be provided with a variety of didactic, clinical, and community experiences. Upon successfully completing the program, trainees will be awarded infant specialist certificates and will receive credit toward their entry-level academic degree from their home program.

Early Nutrition Intervention: Interdisciplinary Training

Related Services Grant
Grant No. H029F20018 (1992–96)
Fiscal Agency: Iowa State University

Mary Jane Brotherson, Director
105 Child Development Building
Iowa State University
Ames, IA 50011
(515) 294-3677
Fax: 515-294-1765

Target of Training: Master's-level students in nutrition

Training Program: Through interdisciplinary course work, a practicum, and clinical and research experiences, students will develop competencies to provide nutrition services to children who have a variety of handicapping conditions, chronic disorders, and developmental disabilities. The program will emphasize the development of skills in building effective partnerships with families, and, especially in rural areas, in delivering community-based services as members of interdisciplinary teams.

Building Stronger Teams Through Interdisciplinary Graduate Education in the Related Services (TIGERS)

Related Services Grant
Grant No. H029F10084 (1991–94)
Fiscal Agency: University of Kansas Medical Center

Kay Westman, Project Manager
Occupational Therapy Education
University of Kansas Medical Center
3901 Rainbow Boulevard
Kansas City, KS 66160-7602
(913) 588-7195
Fax: 913-588-5254

Target of Training: Related service personnel seeking to improve their skills in providing services to a pediatric population through an interdisciplinary team.

Training Program: The project will prepare related services personnel to provide more effective services for young children with special needs and their families, and to function as members of interdisci- plinary teams in early intervention, preschool, and public school settings. The project offers a part-time, two- semester program comprising a discipline-specific course, an interdisciplinary course, and a practicum each semester.

Statewide Training Network for Preservice Training for Early Childhood Special Education and Cross-Categorical Special Education Paraprofessionals

Related Services Grant
Grant No. H029F90021 (1989–94)
Fiscal Agency: Kansas Association of Community Colleges

W. Merle Hill, Director
Kansas Association of Community Colleges
700 S.W. Jackson, Suite 401
Topeka, KS 66603
(913) 357-5156

Target of Training: Early childhood special education and cross-categorical special education paraprofessionals at the undergraduate level.

Training Program: The project will develop and refine a statewide training network to provide preservice training at the associate degree level for paraprofessionals who work in infant and early childhood programs in special education and in cross-categorical programs. The program will formulate and adopt a core curriculum for preservice community college programs, and will provide technical assistance in adapting or adopting the preservice model.

Wichita State University School Psychology/Early Intervention Project

Related Services Grant
Grant No. H029F30039 (1993–97)
Fiscal Agency: Wichita State University

James L. Tramill
College of Education
Wichita State University
1845 Fairmount
Wichita, KS 67260-0123
(316) 689-3226

Target of Training: Students in school psychology.

Training Program: The project will provide high-quality preservice preparation for school psychologists who will support early intervention services to infants, toddlers, and young children with disabilities and their families. Students will demonstrate competencies related to assessment, planning, and case management services. Field-based training approaches will be developed.

Interdisciplinary Preservice Training for School Psychologists: Serving Rural Preschool Children With Severe and Low-Incidence Developmental Disabilities

Related Services Grant
Grant No. H029F20063 (1992–96)
Fiscal Agency: University of Kentucky

Paul B. de Mesquita, Director
245 Dickey Hall
University of Kentucky
Lexington, KY 20506-0017
(606) 257-5445
Fax: 606-258-1046

Target of Training: Students in master's-level and specialist degree programs in school psychology.

Training Program: The program will offer two consecutive training cycles of 24 months each to six graduate student trainees and one leadership trainee. Training will be primarily a field-based experience in school and community service settings. Research and practice information will be organized into training materials and field-based activities in seven areas: 1) related service roles; 2) developmental disabilities; 3) functional assessment; 4) early intervention and consultation; 5) interdisciplinary collaboration; 6) parents and families; and 7) systems change. The project will provide direct instruction and supervision in learning to apply service skills in a variety of community settings.

Graduate Program in Infant/Young Child Mental Health for Related Services Personnel

Related Services Grant
Grant No. H029F30061 (1993–97)
Fiscal Agency: Johns Hopkins University

Lawrence A. Larsen
Division of Education, School of Continuing Studies
The Johns Hopkins University
100 Whitehead Hall
3400 Charles Street
Baltimore, MD 21218
(41) 516-8273

Target of Training: Related services personnel froma variety of fields, such as occupational therapy and speech-language pathology.

Training Program: The project will train a total of 40 related services personnel to work with families in developing Individualized Family Service Plans that address the emotional needs and future emotional well-being of infants and young children, especially children who are recognized as being at high risk for later emotional problems as a result of social-environmental factors.

Interdisciplinary Preparation of Psychologists in Family-Centered Services to Young Children With Developmental Disabilities

Related Services Grant
Grant No. H029F20099 (1992–96)
Fiscal Agency: University of Nebraska Medical Center

Susan Epps, Director
University of Nebraska Medical Center
600 South 42nd Street
Omaha, NE 68198-5450
(402) 559-6408
Fax: 402-559-5737

Target of Training: Graduate-level students in school, clinical child, and developmental psychology.

Training Program: The project will implement an educational and clinical sequence in a developmentally delayed, medically complex, and at-risk infant, toddler, and preschooler specialization. The training will consist of seminars, applied research opportunities, and supervised competency-based clinical experiences in community, hospital, and clinic settings. An interdisciplinary perspective will be emphasized in building competencies in clinical activities and in applied research.

The M.P.H. Program for Nurses in Early Intervention

Related Services Grant
Grant No. H029F10077 (1991–94)
Fiscal Agency: New York Medical College

Mary Beth Bruder, Director
Family Support/Early Intervention
MRI/Cedarwood Hall, Room 425
New York Medical College
Valhalla, NY 10595-1689
(914) 285-7052
Fax: 914-285-1973

Target of Training: Nurses holding a B.S.N. degree, who are or will be public health nurses within New York State.

Training Program: The project is designed to provide graduate and postgraduate nursing students with skills in infant and family intervention. In addition to the regular course requirements for the M.P.H. degree, students will complete a concentration in early intervention, addressing infant assessment, families, intervention techniques, and service delivery models. Competency-based tasks will include families, service delivery models, research design, and public health issues. Two practica will be required.

Preparation of Physical Therapists for Public Schools and Early Intervention Programs

Related Services Grant
Grant No. H029F30020 (1993–97)
Fiscal Agency: University of Oklahoma Health Sciences Center

Irene McEwen
Department of Physical Therapy
University of Oklahoma Health Sciences Center
P.O. Box 26901
Oklahoma City, OK 73190
(405) 271-2130

Target of Training: Master's-level students in physical therapy (PT) and in occupational therapy (OT).

Training Program: The project develops students' competence in three areas: planning, implementation, and evaluation of services under the Individuals With Disabilities Education Act (IDEA); applied research; and leadership activities. The project will enable OTs to participate in courses now restricted to PTs; will enable both OTs and PTs to obtain a master's degree in special education; and will help meet the need for a greater number of post-entry-level OTs and PTs who are qualified to provide services in early intervention and public school settings.

Advanced Training for Occupational Therapists to Provide Related Services to Infants and Toddlers and Their Families

Related Services Grant
Grant No. H029F330044 (1993–97)
Fiscal Agency: Thomas Jefferson University

Janice Burke
College of Allied Health Sciences
Thomas Jefferson University
130 South Ninth Street, Suite 820
Philadelphia, PA 19107
(215) 657-5862

Target of Training: Graduate-level occupational therapists (OTs). Recruitment efforts will focus on minority students.

Training Program: The program will prepare OTs to provide quality early intervention services to infants and toddlers with disabilities and their families. The program builds on a previous project in three areas: a curriculum focus on infants and toddlers who are from minority groups, are drug exposed, and are medically fragile, and their families; development of three training facilities into model practicum sites; and recruitment strategies to increase the number of minority students.

Preparation of Personnel to Provide Long-Term Special Education-Related Services to Infants and Preschool Children With Disabilities

Related Services Grant
Grant No. H029F10017 (1991–94)
Fiscal Agency: University of Rhode Island

Janet Kulberg & David Caruso, Co-Directors
Department of Psychology, 311 Chasee
University of Rhode Island
Kingston, RI 02881-0808
(401) 792-4228

Target of Training: Master's degree students in school psychology or early childhood education.

Training Program: The project offers training to acquire specialty endorsements in either school psychology or in early childhood education. The interdepartmental, interagency training program will prepare students to provide direct and indirect services to infants and preschool children with disabilities.

Interdisciplinary Field-Based Graduate Training Program in Infant/Family Services

Related Services Grant
Grant No. H029F90050 (1989–94)
Fiscal Agency: Virginia Commonwealth University

Bernardine Clarke, Director
Institute for Developmental Disabilities
Virginia Commonwealth University
Box 567, MCV Station
Richmond, VA 23298
(804) 371-5182

Target of Training: Master's-level students in nursing, social work, psychology, public health, occupational therapy, and physical therapy.

Training Program: The project will develop and expand the graduate personnel preparation program to include nontraditional interdisciplinary field-based training that will prepare professionals to work in infant intervention services that serve infants and toddlers with special needs, and their families. Students will complete 12 graduate hours over a 1-year period as part of or in addition to the regular graduate program in their home discipline. Students will be prepared to perform roles as direct services providers.

Preparing Early Intervention Personnel to Work in Rural Areas

Rural Special Projects Grant
Grant No. H029J00053 (1990–93[93–97])
Fiscal Agency: University of Oregon

Jane Squires, Director
Center on Human Development
University of Oregon
901 East 18th Street
Eugene, OR 97403
(503) 346-2634
Fax: 503-346-5639

Target of Training: Graduate-level students in early childhood special education.

Training Program: The project prepares personnel to serve infants and young children with special needs and their families in rural communities. Training develops competencies in infant and child development, working with families, program management, professional development, and service delivery. The program offers site-based training as well as practica.

Early Childhood Special Education Master's Program

Special Educators Grant
Grant No. H029B90191 (1989–94)
Fiscal Agency: Graduate School of Education, University of California

Melvyn Semmel, Director
Graduate School of Education
Special Education Program
University of California
Santa Barbara, CA 93106
(805) 961-4562 or -4273

Target of Training: Master's-level students in early childhood special education.

Training Program: The project will develop a competency-based, field-based master's degree program to prepare early childhood special education teachers to serve preschool children with mild, moderate, and severe disabilities, and their families. The program provides students with a research-directed environment within which they obtain their teaching competencies. Students will be trained in a well-developed, competency-based model emphasizing child development and the needs of families.

Preparation of Communication Disorder Specialists — Early Intervention With Children 0–5

Special Educators Grant
Grant No. H029B30150 (1993–97)
Fiscal Agency: San Jose State University Foundation

Gloria Weddington and Carol Sooter
San Jose State University
P.O. Box 720130
San Jose, CA 95172-0130
(408) 924-3699 or -1430

Target of Training: Master's-level students in speech-language pathology.

Training Program: Students will gain the specialized skills and knowledge required to work in interdisciplinary and transdisciplinary settings serving infants, toddlers, and preschool children with communication impairments. The program will support a total of 30 students in 2-year cycles of academic and practica/extern experiences.

Childhood Hearing Impairment Program (CHIP)

Special Educators Grant
Grant No. H029B10026 (1991–94)
Fiscal Agency: University of Connecticut

Antonia Maxon, Marion Cohen, & Jacqueline Sachs, Co-Directors
Communication Sciences U-85
University of Connecticut
850 Bolton Road
Storrs, CT 06269-1085
(203) 486-3166
FAX: 203-486-5422

Target of Training: Graduate-level students with a baccalaureate degree in speech-language pathology/audiology or related fields.

Training Program: The project offers a graduate program to train audiologists to deal with issues relating to infants, toddlers, and preschoolers (birth to age 5 years) with hearing impairments. The focus is on early identification and management of hearing impairment. Students will learn skills in providing both aural rehabilitation and diagnostic services. Other course work will prepare students to interact with families from culturally diverse backgrounds. Training leads to an M.A. in audiology.

Early Childhood Special Education Master's Degree/Endorsement

Special Educators Grant
Grant No. H029B30214 (1993–97)
Fiscal Agency: University of Miami

Liz Rothlein, Project Director
School of Education
University of Miami
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-2102
Fax: 305-284-3003

Target of Training: Students seeking a master's degree in early childhood special education (ECSE) or an ECSE nondegree endorsement.

Training Program: The program offers an interdisciplinary preservice training program in ECSE with a strong emphasis in working with the families of young children with special needs, leading either to a master's degree or to the Florida endorsement in ECSE.

Early Childhood Special Needs — Master's Degree Program

Special Educators Grant
Grant No. H029B00163 (1990–94)
Fiscal Agency: University of Miami

Liz Rothlein, Director
University of Miami
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-2102
Fax: 305-284-3003

Target of Training: Early childhood teachers, special education teachers, and other personnel with backgrounds in child development and education who are interested in teaching young children with special needs. Efforts will be made to attract students from underrepresented populations.

Training Program: The project will develop a multidisciplinary specialized training program in early childhood special education. The program will prepare master's-level students to serve as early childhood special education teachers; will improve the skills of teachers currently employed in classes for young children with disabilities; and 3) will prepare teachers pursuing regular early childhood certification in identifying, assessing, and intervening with young children with disabilities.

Program for Preparation of Educational Audiologists to Serve the Preschool and School-Age Hearing Disabled in Hawaii and the Pacific Basin

Special Educators Grant
Grant No. H029B30178 (1993–97)
Fiscal Agency: University of Hawaii

James T. Yates
Speech Pathology and Audiology
School of Medicine, University of Hawaii
2540 Maile Way, Spalding 253
Honolulu, HI 96822
(808) 956-8279

Target of Training: Students in educational audiology, especially those who will work in rural and remote areas and from minority populations.

Training Program: The project will develop a training programand support the training of 20 educational audiologists. The program will prepare graduates in procedures for identifying, diagnosing, evaluating, and habilitating infants, toddlers, preschoolers, and school children with hearing impairments.

Training Communications Disorders Specialists to Serve Idaho Infants and Toddlers

Special Educators Grant
Grant No. H029B00067 (1990–94)
Fiscal Agency: Idaho State University

Thomas Longhurst, Director
Department of Speech Pathology & Audiology
Campus Box 8116
Idaho State University
Pocatello, ID 83209
(208) 236-2204
Fax: 208-236-4602

Target of Training: Graduate-level students in speech-language pathology and audiology.

Training Program: The project will develop a master's-level training program to prepare communication disorders specialists to meet the needs of infants and toddlers with speech-language-hearing impairments and their families. Project staff will identify and recruit qualified students, train them, and then support them in their initial placement in infant/toddler service environments. Supervised infant/toddler externship placements will be provided.

Project KITES: Kentucky Infant Toddler Educator Specialty

Special Educators Grant
Grant No. H029B30221 (1993–98)
Fiscal Agency: University of Kentucky

M. L. Hemmeter
University of Kentucky
105 Kinkead Hall
Lexington, KY 40506-0057
(606) 257-7905

Target of Training: Master's-level students, who have a bachelor's degree in special education or a related discipline.

Training Program: The program offers a M.Ed. in ECSE with an emphasis on infants and toddlers and their families, and offers the emphasis as a specialty area for students from other graduate programs. Students will be trained to work with infants and toddlers with disabilities from both urban and rural areas. The project will support 4 full-time students and 25 part-time students.

Pediatric Adapted Physical Education (PAPE)

Special Educators Grant
Grant No. H029B10116 (1991–94)
Fiscal Agency: University of New Orleans

Bobby Eason, Director
Department of Human Performance and Health Promotion
University of New Orleans
New Orleans, LA 70148
(504) 286-6420
Fax: 504-286-6018

Target of Training: Students with a baccalaureate degree in physical education (PE); students with undergraduate preparation in early childhood, elementary education, physical or occupational therapy, psychology, PE, or a related field.

Training Program: The project offers master's-level training to prepare practitioners to provide PE services to exceptional children, birth through age 2. Students training to be curriculum theorists will complete the traditional PE core curriculum, plus extra course work in adapted PE, a practicum, and an independent study. Students training to be PAPE specialists also will complete the core PE curriculum, plus individualized training to build on their specific backgrounds and prepare them as motor developmentalists.

Master's Program in Early Childhood Special Education

Special Educators Grant
Grant No. H029B90315 (1989–94)
Fiscal Agency: University of Maryland

Paula Beckman, Director
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 405-6492

Target of Training: Master's-level students in early childhood special education.

Training Program: The program will prepare students to work with children, birth through age 5 years, who have developmental disabilities, in a variety of educational settings. Training is provided through course work, intensive field placements, a master's thesis, and related experiences. Topics addressed include early childhood development and the divergences that result from various disabilities; assessment; the programming needs of different age groups; and development of appropriate interventions.

Master's Program in Urban Early Childhood Special Education

Special Educators Grant
Grant No. H029B30059 (1993–97)
Fiscal Agency: University of Maryland

Beth Harry and Joan Lieber
University of Maryland
Room 2100, Lee Building
College Park, MD 20742
(301) 405-6465 or -6467

Target of Training: Current early childhood special education (ECSE) teachers in Baltimore City Public Schools.

Training Program: The program will revise, implement, and evaluate a master's-level training program to prepare ECSE teachers to provide early intervention for young children with disabilities. The program will recruit 10 teachers and offer special support in both academic and social areas of need. Students will receive a program of course work and practica in providing services to infants and preschoolers with disabilities and their families.

Training for Infant/Family Specialists for Infants/Toddlers at Multiple Risk for Disability

Special Educators Grant
Grant No. H029B30046 (1993–97)
Fiscal Agency: University of Maryland

Paula Beckman, Director
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 405-6492

Target of Training: Students who are seeking a master's degree or advanced graduate specialist certification in special education who wish to specialize in infant intervention.

Training Program: Students from a variety of disciplines will take course work and complete field placements which emphasize multidisciplinary approaches to intervention in both educational and medical settings. The program emphasizes the student's ability to work with parents and families.

Infant-Toddler Audiology Training Program

Special Educators Grant
Grant No. H029B30032 (1993–97)
Fiscal Agency: University of Massachusetts

Harris Nober, Project Director
Department of Communication Disorders
University of Massachusetts
Munson Hall
Amherst, MA 01003
(413) 545-3636

Target of Training: Master's-level students in audiology.

Training Program: Students will receive additional training to provide early identification and intervention services at health care and educational institutions to infants and toddlers, birth to 3 years of age, who are at risk for developmental delays, and to preschool children, ages 3 to 5 years, and their families.

Competency-Based Master's Degree Training in Special Physical Education With an Emphasis in Programs for At-Risk (In Utero Drug Exposed) Children

Special Educators Grant
Grant No. H029B20205 (1992–96)
Fiscal Agency: Western Michigan University

Billye Cheatum, Project Director
North Hall
Western Michigan University
Kalamazoo, MI 49008
(616) 387-8320
Fax: 616-387-8659

Target of Training: Students with a bachelor's degree in physical education seeking master's-level training.

Training Program: The project provides a master's degree program that enables students to meet state requirements for approval as a teacher of physical education for children who are disabled. Students will complete a 9-hour emphasis in programs for infants, toddlers, and preschoolers who are at risk for disabilities through in utero drug exposure. This 11-month, 39-hour program includes 30 hours of course work leading to approval in special physical education.

An Interdisciplinary Approach to Training M.A.-Level Speech-Language Pathologists to Work With Disabled Preschool Children

Special Educators Grant
Grant No. H029B30066 (1993–97)
Fiscal Agency: St. Louis University

Karen F. Steckol, Chair
Communication Disorders
Saint Louis University
3733 West Pine Boulevard
St. Louis, MO 63108-3305
(314) 658-2948

Target of Training: Master's-level students in speech-language pathology who are from traditionally underrepresented minority groups.

Training Program: The project will provide education, clinical experiences, and practicum assignments to prepare speech-language pathologists to serve preschool children with severe and multiple disabilities, including children with low-incidence disabling conditions and children from a variety of cultural backgrounds.

Montana Early Childhood Special Education Teacher Training

Special Educators Grant
Grant No. H029B10181 (1991–94)
Fiscal Agency: University of Montana

Richard van den Pol, Director
Division of Education Research and Service
School of Education
University of Montana
Missoula, MT 59812
(406) 243-5344
Fax: 406-243-2797

Target of Training: Graduate and undergraduate students in education.

Training Program: The project prepares early childhood special educators for preschool programs in Montana. Students will be admitted to the program at the undergraduate and graduate levels, and will complete the respective requirements for the degree sought. Course content for both levels covers an array of special education topics. Training will lead to a B.A. or M.A. in education, with endorsement in special education.

Preparation of Personnel for Careers in Special Education: Early Childhood Special Education Program

Special Educators Grant
Grant No. H029B10012 (1991–94)
Fiscal Agency: University of Nevada, Reno

Steven Rock & Sandra Doctoroff, Co-Directors
Department of Curriculum and Instruction
College of Education/278
University of Nevada, Reno
Reno, NV 89557
(702) 784-4961

Target of Training: Master's-level students with baccalaureate degree in education or a related field. Priority will be given to individuals who are teaching but lack full certification in early childhood.

Training Program: The project prepares preschool teachers and infant interventionists to meet the needs of children with disabilities, birth through age 5 years, and their families. The 39-hour master's degree program emphasizes the importance of transdisciplinary teaming, broad-based teaming, and integrated services. Students will be expected to demonstrate competency as a team member, family facilitator, evaluator, instructor, and professional.

Special Physical Education Consulting Teacher in Rural America: Programmatic Improvements

Special Educators Grant
Grant No. H029B30092 (1993–97)
Fiscal Agency: University of New Hampshire

Ronald Croce, Project Director
Center for Health Promotion
University of New Hampshire
107 Service Building
Durham, NH 03824
(603) 862-2080

Target of Training: Students with an undergraduate degree in physical education, especially those completing a fifth-year teacher certification program, who are seeking a master's degree in special physical education.

Training Program: The project will develop a master's-level special physical education program to prepare itinerant teachers to work in a wide spectrum of settings with students of all ages, including preschoolers and young children, who have a variety of disabilities. Course work is supplemented by field-based practica experiences in rural special education cooperatives and school districts.

Manhattan College Project in Adapted Physical Education

Special Educators Grant
Grant No. H029B30031 (1993–97)
Fiscal Agency: Manhattan College

William Merriman
School of Education
Manhattan College
4513 Manhattan College Parkway
Bronx, NY 10471
(212) 920-0355

Target of Training: Students with a bachelor's degree and provisional teaching certification in physical education.

Training Program: Students will enter a competency-based master's degree program in special education with a major concentration in adapted physical education. The project will develop and implement a new tract within the existing adapted physical education concentration to prepare adapted physical educators to provide services to infants, toddlers, and preschoolers with disabilities.

Master's Degree Training in Adapted Physical Education

Special Educators Grant
Grant No. H029B30211 (1993–96)
Fiscal Agency: East Carolina University

James Decker
Health, Physical Education, Recreation and Safety
East Carolina University
Greenville, NC 27858-4353
(919) 757-4632

Target of Training: Graduate students in physical education.

Training Program: The project will recruit, train, and place 12 adapted physical education specialists. Training will consist of course work and practica, and will emphasize the theoretical constructs and practical experiences of instruction of preschoolers who are disabled or developmentally delayed or at risk of developing disabilities. Project graduates will receive an M.A.Ed. in physical education with a concentration in adapted physical education.

Preservice Training in Speech-Language Pathology With an Emphasis on Early Intervention and Severely Handicapped Children

Special Educators Grant
Grant No. H029B10204 (1991–94)
Fiscal Agency: Minot State University

David K. Williams, Director
Department of Communication Disorders
Minot State University
500 University Avenue NW
Minot, ND 58701
(701) 857-3030
Fax: 701-839-6933

Target of Training: Graduate-level students holding a baccalaureate degree in speech-language pathology or audiology.

Training Program: The project offers a master's-level training program to prepare speech-language pathologists and audiologists to work in early intervention settings. The project has two goals: 1) to attract high-quality speech-language pathology and audiology students to study and work in North Dakota, particularly in rural areas; and 2) to enhance the competency of speech-language pathologists and audiologists who already are employed in the state. Training provide expertise in early intervention, with special focus on augmentative and assistive technology.

Preschool Speech-Language Pathology Personnel Preparation Grant

Special Educators Grant
Grant No. H029B30061 (1993–97)
Fiscal Agency: University of Toledo

Barbaranne Benjamin
Special Education Department
University of Toledo
2801 West Bancroft Street
Toledo, OH 43606
(419) 537-4723

Target of Training: Undergraduate and graduate students in speech-language pathology.

Training Program: The project will provide educational and practicum opportunities in providing speech-language services to infants, toddlers, and very young children with disabilities to 50 students majoring in speech-language pathology. Students completing the master's degree will be certified and qualified to work with this population.

Transdisciplinary Validation/Master's Graduate Program in Adapted Physical Education

Special Educators Grant
Grant No. H029B30070 (1993–97)
Fiscal Agency: The Ohio State University

David Porretta
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1063
(614) 292-6226

Target of Training: Current physical education teachers seeking certification in adapted physical education (APE) and master's-level students in physical education with a specialization in APE.

Training Program: The project offers a graduate-level program leading to a state approved validation certification in APE, or a master's degree with a validation certificate in physical education with a specialization in APE. The project improves the existing graduate program in APE by establishing an innovative retention strategy for trainees and a peer-mentoring system, and by making the program more accessible to part-time students.

Personnel Preparation of Speech-Language Pathologists for Careers in Early Intervention With Infants, Toddlers, and Preschoolers.

Special Educators Grant
Grant No. H029B30017 (1993–97)
Fiscal Agency: University of Oklahoma Health Sciences Center

Glenda J. Ochsner
University of Oklahoma Health Sciences Center
P.O. Box 26901
Oklahoma City, OK 73190
(405) 271-4214

Target of Training: Master's-level students in speech-language pathology.

Training Program: The project will support 12 students and graduate 60 students as master's-degree-level personnel in speech-language pathology. Through course work and practicum assignments graduates will be prepared to perform within the school setting, with special emphasis on early intervention with severely handicapped and at-risk infants, toddlers and preschoolers, interdisciplinary management, and modern technology as it applies to the communicatively handicapped.

Early Childhood/Special Needs Emphasis — Birth-to-2-Years Infant/Newborn Specialist Option

Special Educators Grant
Grant No. H029B90160 (1989–94)
Fiscal Agency: Children's Hospital Medical Center

Philippa Campbell, Director
Center for Research in Human Development and Education
Ninth Floor, Ritter Hall Annex, Temple University
13th & Cecil B. Moore
Philadelphia, PA 19122
(215) 204-4622
Fax: 215-204-5130

Target of Training: Master's-level students in special education, early childhood education, or related service fields (e.g., speech pathology, nursing).

Training Program: The project will provide interdisciplinary, field-based training to prepare personnel to provide high-quality direct services for infants with or at risk for disabilities, and their families. Students will complete course work, field-based training, and research that constitute the requirements for the early childhood special needs emphasis-infant/newborn specialist option.

Preservice Preparation of Speech Pathologists With a Specialization in the Management of Infant, Preschool, and Severely Handicapped Populations

Special Educators Grant
Grant No. H029B00131 (1990–94)
Fiscal Agency: University of Rhode Island

Barbara Culatta, Director
Adams Hall, University of Rhode Island
Kingston, RI 02881
(401) 792-5969

Target of Training: Graduate-level students in speech-language pathology.

Training Program: The project will provide training in assessment and facilitation of communication skills in infants, toddlers, and the severely handicapped. Training will involve a core curriculum of specialized courses and clinical practicum experiences. Specific student competencies address skills in augmentative communication, parent training, assessment and facilitation of functional communication in natural contexts, and intervention strategies that are relevant to the developmentally young and severely handicapped.

Preparation of Master's Level Speech-Language Pathologists and Audiologists to Work With Handicapped Preschoolers

Special Educators Grant
Grant No. H029B10182 (1991–94)
Fiscal Agency: University of South Carolina

Hiram McDade, Director
Department of Speech-Language Pathology & Audiology
University of South Carolina
Columbia, SC 29208
(803) 777-4813
Fax: 803-777-3081

Target of Training: Master's-level students with a baccalaureate degree in speech-language pathology or audiology, or in a related field, such as elementary education, psychology, or anthropology.

Training Program: The project will modify the curriculum and clinical practicum experiences of an existing master's degree program to provide special emphasis on the assessment and treatment of speech, language, and hearing problems in infants, toddlers, and preschoolers. New course work consists of one-credit modules on specialized topics, such as central auditory processing in young children, language disorders, and sign language.

Communicative Disorders in Children: Early Identification, Assessment, and Intervention

Special Educators Grant
Grant No. H029B10053 (1991–94)
Fiscal Agency: Vanderbilt University

Fred Bess, Director
Division of Hearing & Speech Sciences
Vanderbilt University, School of Medicine
Nashville, TN 37212
(615) 322-4099
Fax: 615-343-7705

Target of Training: Master's-level students with undergraduate preparation in communication disorders or a related field, such as biology or linguistics.

Training Program: The project offers a graduate training program in audiology and speech-language pathology which emphasizes early identification/early intervention. In addition to core course work, students will enroll in courses in early childhood development, early intervention, counseling, assessment, a clinical workshop in pediatrics, and a legislative provisions seminar.

Early Childhood Special Education Personnel Training Program

Special Educators Grant
Grant No. H029B90200 (1989–94)
Fiscal Agency: University of Texas/Austin

Keith Turner, Director
Department of Special Education
College of Education, EDB 408F
University of Texas
Austin, TX 78712
(512) 471-4161

Target of Training: Personnel currently employed in early intervention programs; master's-level students in early childhood special education (ECSE); and undergraduate students seeking special education certification.

Training Program: The project will provide specialized training needed by ECSE personnel to work with children, birth through age 2 and ages 3 to 6 years, with or at risk for disabilities. Both graduate training and generic certification objectives will be addressed. Generic special education certification at the graduate level will be upgraded to include a field experience along with course content. At the undergraduate level, generic certification courses in assessment and methods will be revised to reflect issues related to the Individualized Family Service Plan (IFSP).

Preparation of Adapted Physical Educators Through a Mentorship Program

Special Educators Grant
Grant No. H029B30228 (1993–97)
Fiscal Agency: Texas Woman's University

Ron French
Department of Kinesiology,
Texas Woman's University
Box 23717, TWU Station
Denton, TX 76204
(817) 898-2576

Target of Training: Master's-level students of adapted physical education.

Training Program: The project will recruit and train personnel to provide adapted physical education services to infants, toddlers, children, and youth with disabilities; will train students to work in rural areas and to provide transition assistance from school to adult roles; and will improve services to minorities. The project will support six trainees and will include new and modified courses, seminars, and workshops, and will feature a mentorship model among the university, public schools, and community agencies.

Respecting the Full Range of Diversity Across Early Childhood Settings

Special Educators Grant
Grant No. H029B10096 (1991–94)
Fiscal Agency: University of Wisconsin-Milwaukee

Ann Higgins-Hains, Director
Department of Exceptional Education
University of Wisconsin-Madison
P.O. Box 413
Madison, WI 53201
(414) 229-6790
Fax: 414-229-4666

Target of Training: Undergraduate students in Exceptional Education. Recruitment will focus on underrepresented populations, economically disadvantaged students, students with bilingual skills, and male students. High school students also will be targeted.

Training Program: The project will recruit and provide training for persons from underrepresented groups who are interested in working in urban areas with young children with special needs, birth through age 5 years, and their families. Competencies related to family-centered intervention, team collaboration and consultation, care coordination, cultural diversity, transition planning, and problem-solving will be incorporated into the existing program of study. New course work includes a student teaching seminar and a multi-year seminar on topics such as professional development and minority population issues. Training leads to a bachelor of science degree in exceptional education, with dual certification in early childhood education and early childhood exceptional education needs.

Preschool Integration Project: Development & Implementation of a Training Model for School District and Community Personnel

Special Projects Grant
Grant No. H029K20118 (1992–97)
Fiscal Agency: Arizona State University

Jeanne Wilcox, Director
Arizona State University
Department of Speech and Hearing Science
Infant Child Communication Programs
Tempe, AZ 85287-1908
(602) 965-9396
Fax: 602-965-0965

Target of Training: Interdisciplinary teams that include early childhood special educators, speech-language pathologists, administrators, and early childhood educators.

Training Program: The project will develop and field test an inservice personnel training model that focuses on the successful formulation and implementation of interdisciplinary partnerships in order to achieve successful integration of preschool children with disabilities in community education programs. Major project activities include training interdisciplinary personnel teams, training trainers, and developing, field testing, and disseminating training materials.

Family-Focused, Culturally Appropriate Alternative Inservice Training in Early Intervention

Special Projects Grant
Grant No. H029K30161 (1993–98)
Fiscal Agency: California State University Foundation, Northridge

Deborah Chen
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330
(818) 885-4974

Target of Training: Direct service providers, related services personnel, and family members.

Training Program: The project will develop, evaluate, and disseminate inservice training models and materials which support family-focused, culturally appropriate early intervention services. The models and materials will be field tested in four representative communities, and disseminated to state agencies and staff development programs in California and across the nation.

Project EXCEPTIONAL: EXceptional Children's Education in Preschool Techniques for Inclusion, Opportunity-building, Nurturing, And Learning

Special Projects Grant
Grant No. H029K30101 (1993–96)
Fiscal Agency: Sonoma State University

Tony Apolloni
California Institute on Human Services
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2416

Target of Training: Community child care leaders and early childhood education instructors.

Training Program: The project will create and disseminate a multi-ethnic, English/Spanish curriculum for child care providers and preschool personnel working with children with disabilities, and will train at least 400 community child care leaders and 300 community college and university early childhood education instructors to become trainers in the curriculum.

V. I. FOLK Project — Visually Impaired Full Option Learning Kits

Special Projects Grant
Grant No. H029K30174 (1993–98)
Fiscal Agency: San Francisco State University

Sally Mangold
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1080

Target of Training: Special education teachers, administrators, regular education teachers, classroom assistants, and visually impaired students and their families.

Training Program: The project will establish a model for distance education in the area of visual impairment. Ten full-option learning kits will be developed that contain materials that provide high-quality instruction to educators, parents, and other service providers. The kits will be used to train personnel to serve infants, toddlers, children, and youth who are visually impaired, including those who are blind and/or multiply disabled.

Developing Policy and Practice for Implementation of the Individuals With Disabilities Education Act: Invasive Procedures

Special Projects Grant
Grant No. H029K30189 (1993–96)
Fiscal Agency: University of Colorado Health Sciences Center

Marilyn Krajicek
School of Nursing
University of Colorado Health Sciences Center
4200 East 9th Avenue, C287
Denver, CO 80262
(303) 270-8734

Target of Training: Personnel in positions to impact the implementation of IDEA.

Training Program: The project will provide information to state and local communities about policy and practice needed to implement IDEA as related to invasive procedures. Areas to be addressed include liability, training, and awareness as well as each community's unique issues related to medical and nursing procedures and treatments required by children with disabilities.

Development and National Distribution of Nine Videotape Training Packages for Preparation of Personnel Serving Children With Disabilities

Special Projects Grant
Grant No. H029K20444 (1992–95)
Fiscal Agency: University of Colorado Health Sciences Center

Ann Smith
University of Colorado Health Sciences Center
4200 Eastt Ninth Avenue, Box C288
Denver, CO 80262
(303) 270-8691
Fax: 303-270-8660

Target of Training: Early childhood and preschool personnel.

Training Program: The project will produce and disseminate nine videotape training packages on health-related skills required for the inclusion in educational and community settings of young children with disabilities who require specialized health procedures. The videotapes can be used to train and familiarize school personnel with health procedures needed by children with disabilities.

Physician's Training Project: Improving Skills of Medical Students, Residents, and Practicing Pediatricians on Early Intervention/ Special Education

Special Projects Grant
Grant No. H029K20361 (1992–95)
Fiscal Agency: University of Connecticut Health Center

Mary Beth Bruder, Director
Division of Child & Family Studies
Department of Pediatrics, University of Connecticut
Farmington, CT 06032
(914) 285-8176
Fax: 914-285-7235

Target of Training: First-year medical students; pediatric residents; and practicing physicians, including pediatricians and family medicine physicians.

Training Program: The program will develop, implement, and evaluate training activities for physicians to enhance their understanding of and involvement with the early intervention and special education system. Self-study manuals will include subareas in philosophy, service delivery models, and collaborations with early intervention and special education. Parents will serve as co-teachers in all of the activities.

Preservice and Inservice Training for Early Intervention Collaborators: Across Agencies, Professionals, and Families

Special Projects Grant
Grant No. H029K30034 (19993–96)
Fiscal Agency: University of Connecticut Health Center

Mary Beth Bruder, Director
Division of Child & Family Studies
Department of Pediatrics
University of Connecticut
Farmington, CT 06032
(914) 679-4632
Fax: 914-679-1368

Target of Training: Early intervention staff and faculty from institutions of higher education.

Training Program: The program will develop, implement, and evaluate a training model consisting of materials and activities for collaborations in three areas (interagency, cross-disciplinary, and family) necessary for effective delivery of early intervention. Subareas to be highlighted include service coordination, transition, assessment, service delivery, Individualized Family Service Plan (IFSP) development, and family support strategies.

Developmental Intervention for Young Children: An Inservice Video Curriculum for Home Health and Related Services Personnel

Special Projects Grant
Grant No. H029K20012 (1992–97)
Fiscal Agency: Georgetown University Child Development Center

Judith Pokorni, Director
Georgetown University Child Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-5000
Fax: 202-687-8899

Target of Training: Nurses and related services personnel who provide home-based services to infants with complex medical needs.

Training Program: The project will develop an inservice program to provide home health care staff with the knowledge, attitudes, and skills needed to respond to the developmental needs of very young children with complex medical needs and to the needs of their families. The curriculum will consist of a set of videotaped learning segments and accompanying guides for use by groups or individuals.

Listening to Families: Videotapes and Guides Illustrating Family Process and Family System Concepts for Early Intervention/Special Education Training

Special Projects Grant
Grant No. H029K20388 (1992–94)
Fiscal Agency: American Association for Marriage and Family Therapy Research and Education Foundation

Jana Staton, Director
AAMFT Research and Education Foundation
1100 17th Street NW, Suite 901
Washington, DC 20036
(202) 476-5124
Fax: 202-467-5123

Target of Training: Personnel in local, state, and national programs for infants, toddlers, and preschoolers with disabilities.

Training Program: The project will produce, evaluate, and disseminate videotapes and guides illustrating processes common to normal family functioning. The tapes will assist in training personnel to offer family-centered, culturally competent services to all families of children with disabilities. The tapes will be disseminated in cooperation with nationally recognized training projects.

Na Lei Kamali'i (Special Young Child)

Special Projects Grant
Grant No. H029K30013 (1993–97)
Fiscal Agency: University of Hawaii

Linda McCormick
University Affiliated Program
University of Hawaii
1776 University Avenue, UA4-6
Honolulu, HI 96822
(808) 956-5597

Target of Training: Staff teams in three infant development programs, and preservice students in developmental disabilities or special education.

Training Program: The project will develop, validate, and disseminate a model that addresses the need for change in programs and in service systems serving infants and young children with disabilities and their families. The model consists of three phases: an interdisciplinary team-building phase, a program improvement phase, and an action plan implementation phase.

Preparation of Personnel to Provide Vision Screening and Evaluation Services to Children From Birth to 3 Years

Special Projects Grant
Grant No. H029K20120 (1992–95)
Fiscal Agency: University of Kansas

Pamela Cress, Program Coordinator
2601 Gabriel, University Affiliated Program
University of Kansas
Parsons, KS 67357
(316) 421-6550, ext. 1888
Fax: 316-421-6550 (manual; ask for ext. 1864)

Target of Training: Nurses, early childhood educators, and others involved in providing vision services in rural areas to infants and toddlers with or at risk for disabilities.

Training Program: The project will develop training materials to prepare personnel to provide vision screening and evaluation services to infants and toddlers with or at risk for disabilities. Special emphasis is placed on the training needs of personnel in rural areas by providing training formats that can be readily delivered in these settings.

Transdisciplinary and Community-Agency Team Infant/Toddler Communication Services (Project TaCTICS)

Special Projects Grant
Grant No. H029K20360 (1992–95)
Fiscal Agency: University of Kansas

Juliann Cripe, Director
KUAP/Parsons, 2601 Gabriel
P.O. Box 738
Parsons, KS 67357
(316) 421-6550, ext. 1859
Fax: 316-421-6550, ext. 1702

Target of Training: Intervention teams that serve infants and toddlers with special needs and their families.

Training Program: TaCTICS will provide in-service training to intervention teams serving infants and toddlers with special needs, and will develop replicable, field-tested curriculum and training materials. The in-service training model addresses the transdisciplinary, community-agency team process and early communication development. To accommodate the needs of the target audiences, training and material development will be interactive, promote individual expertise, embed training in work settings, and involve current cases in practicum activities.

Collaborative Model for Responsive Inservice Training and Outreach

Special Projects Grant
Grant No. H029K20406 (1992–95)
Fiscal Agency: LSU Medical Center, Human Development Center

David Sexton, Director
School of Allied Health Professions, 8th Floor
433 Bolivar Street
New Orleans, LA 70112
(504) 942-8200
Fax: 504-942-8305

Target of Training: Direct service staff and leadership personnel in early intervention programs, family members, and faculty from institutions of higher education.

Training Program: This project will develop and evaluate in-service training materials and procedures responsive to needs in the early intervention service system. Training activities will be developed in response to local and national data regarding training needs and with attention to emerging practices in family-centered early intervention. Training content, delivery, on-site follow-up, and evaluation will be done by project staff with local training teams.

Building Bridges: An Inservice Education Program for Speech-Language Pathologists, Audiologists, and Preschool Personnel

Special Projects Grant
Grant No. H029K30080 (1993–97)
Fiscal Agency: American Speech-Language-Hearing Association

Diane Paul-Brown
Professional Practices Department
ASHA
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700, ext. 297

Target of Training: Speech-language pathologists, audiologists, and preschool personnel.

Training Program: The project will develop, demonstrate, and evaluate inservice education procedures that focus on service delivery to preschool children with disabilities and their families. One-day inservice presentations will be conducted in conjunction with state speech-language-hearing association meetings. One-week, competency-based education institutes also will be provided.

Project Together: Partnerships Among Parents, Professionals, and Paraprofessionals

Special Projects Grant
Grant No. H029K20437 (1992–95)
Fiscal Agency: Henry M. Jackson Foundation for the Advancement of Military Medicine

David Cook, Director
Henry M. Jackson Foundation
1401 Rockville Pike, Suite 600
Rockville, MD 20852
(301) 424-0800
Fax: 301-424-5771

Target of Training: Paraprofessional family child care providers, and parents of infants/toddlers with disabilities.

Training Program: The project will field test, revise, validate, and disseminate a curriculum to train family child care providers and parents to care for infants and toddlers with disabilities. A 3-day train-the-trainer seminar will be developed for individuals who are responsible for coordinating and implementing community-level personnel preparation and training programs. Certification and/or endorsement, as well as financial subsidies, for paraprofessional trainees will be established.

Child Abuse Prevention: An Innovative Training Model for Early Childhood Professionals Working With Families at Risk for Maltreatment Who Have Children With Disabilities

Special Projects Grant
Grant No. H029K20094 (1992–95)
Fiscal Agency: PACER Center

Paula Goldberg, Project Director
PACER Center
4826 Chicago Avenue, South
Minneapolis, MN 55417-1055
(612) 827-2966
Fax: 612-827-3065

Target of Training: Individuals who work with families of children, birth through age 5 years, with disabilities who are at risk for maltreatment, and family members.

Training Program: The project will develop a 1-day training model for early childhood professionals on working with families whose children are at risk for maltreatment. The project will develop a booklet dealing with identification of and strategies for working with families at risk for maltreatment; and a video that helps professionals understand the challenges families encounter in working with service organizations. The project also will develop a 4-day training-of-trainers institute for 5 to 10 individuals.

The NICU Training Project

Special Projects Grant
Grant No. H029K20149 (1992–96)
Fiscal Agency: The Research Foundation of SUNY

Virginia Wyly, Project Director
Department of Psychology, HC 305
State College at Buffalo
1300 Elmwood Avenue
Buffalo, NY 14222
(716) 878-6027
Fax: 716-878-4039

Target of Training: Neonatal intensive care unit (NICU) nurses and related health professionals, and early intervention professionals.

Training Program: The project will develop, implement, refine, and evaluate an interdisciplinary training-of-trainers model for NICU health care and early intervention professionals who work with preterm infants with disabilities. These trainees will in turn act as trainers in their school, program, or hospital unit. Focus will be on continuity of intervention and family-centered care, and on facilitating psychosocial intervention for family and infant.

Personnel Training in Assistive Technology

Special Projects Grant
Grant No. H029K20376 (1992–95)
Fiscal Agency: Research Foundation of SUNY

Kenneth Ottenbacher, Director
School of Health Related Professions
SUNY at Buffalo, 434 Kimball Tower
Buffalo, NY 14214
(716) 829-3434
Fax: 716-829-2034

Target of Training: Special education and regular teachers and related services personnel providing services to infants, toddlers, children, and youth with disabilities.

Training Program: The project uses an interdisciplinary and multiagency development model to increase collaboration among participants and to improve coordination of services between agencies to: a) increase parental involvement; b) apply assistive technology to include children in all aspects of education and society; and c) develop training materials that help all teachers achieve the guidelines for high-quality standards, and that make the instructional environment accessible to all students with disabilities.

Ear Infections in Young Children: Identification and Management Implications for Early Childhood Professions

Special Projects Grant
Grant No. H029K20342 (1992–95)
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill

Joanne Roberts, Director
Frank Porter Graham Child Development Center
UNC-CH
105 Smith Level Road, CB #8180
Chapel Hill, NC 27599-8180
(919) 966-7164
Fax: 919-966-7532

Target of Training: Early childhood special educators, regular educators, special services personnel, and families of children with disabilities.

Training Program: The project will develop, implement, evaluate, and disseminate materials and a training program for early childhood personnel to acquire the skills to recognize signs of otitis media and associated hearing loss. It will provide information to families about otitis media, coordinate with other professionals in its management, and intervene for children with persistent histories. A videotape and accompanying booklets will be developed.

Child Care in Regular Settings

Special Projects Grant
Grant No. H029K30114 (1993–98)
Fiscal Agency: Oregon Health Sciences University

Judith Hylton
Child Development and Rehabilitation Center
Oregon Health Sciences University
3181 SW Sam Jackson Park Road
Portland, OR 97201
(503) 494-7522

Target of Training: Early intervention service providers, child care providers, and family members.

Training Program: The project will develop, test, and nationally disseminate a model program of training and technical assistance that promotes development of communities' local capacity to prepare early interventionists, child care providers, and parents to collaborate in planning and conducting appropriate child care for infants, toddlers, and children who have disabilities.

The SUPPORT Model — Training Service Providers to Support Children With Disabilities in Community Settings

Special Projects Grant
Grant No. H029K30077 (1993–96)
Fiscal Agency: Teaching Research Division, Western Oregon State College

Gary Glasenapp
Teaching Research Division
Western Oregon State College
345 North Monmouth Avenue
Monmouth, OR 97361
(503) 838-8771

Target of Training: Community preschool, child care and early childhood special education staff.

Training Program: The project will develop, implement, evaluate, and disseminate an inservice training model to facilitate the successful placement of young children with disabilities into community preschool and child care programs. Special features of the model include incorporation of effective practices; packaging of materials that increase accessibility of training; use of individual training modules that allow for selection and delivery of training in regard to participant needs; training content that addresses the development of quality early childhood programs; and model dissemination through training of trainers.

Infant Neurodevelopmental Treatment: A Specialized Training Course in Family-Centered Intervention for Infants and Young Children With Motor Disabilities

Special Projects Grant
Grant No. H029K20075 (1992–95)
Fiscal Agency: Temple University

Philippa Campbell, Director
Center for Research in Human Development & Education
9th Floor, Ritter Hall Annex
Temple University
Philadelphia, PA 19122
(215) 204-4622
Fax: 215-204-5130

Target of Training: Early intervention personnel and parents of infants, toddlers, and young children with motor disabilities or delays.

Training Program: The project will provide a 4-week specialized graduate training workshop in Infant Neurodevelopmental Treatment (NDT). The workshop provides participants with information and direct practice in: a) family-centered programming; b) facilitation and inhibition techniques for improving motor coordination and skills; and c) integrated interventions addressing family issues.

Preparation of Special Education and Related Services Personnel to Work With Young Handicapped Children in Rural Areas

Special Projects Grant
Grant No. H029K90226 (1989–94)
Fiscal Agency: Winthrop College

Richard Ferrente, Director
South Carolina UAP; Benson Building, 1st Floor
University of South Carolina — Columbia
Columbia, SC 29208
(803) 777-4839
Fax: 803-777-6058

Target of Training: Multidisciplinary personnel who work with and students training to work with young children with disabilities.

Training Program: The project will develop, refine, and offer a series of specialized educational programs to prepare personnel from education and related service disciplines to work with young children with disabilities and their families. The specialized course work will be offered in rural communities throughout South Carolina on an inservice training basis.

Supporting Kids in Inclusive Program Settings (SKIPS)

Special Projects Grant
Grant No. H029K30095 (19993–98)
Fiscal Agency: The Arc of Davidson County

Richard G. Smith
The Arc of Davidson County
2416 21st Avenue South, Suite 206
Nashville, TN 37212
(615) 297-8525

Target of Training: Child care providers, special education professionals, and related services personnel who in turn will provide training to child care personnel.

Training Program: This project will develop a statewide network to train and support personnel in child care programs that are serving young children, birth through 5 years of age, with disabilities, with the goal of increasing the amount and quality of services in inclusive settings for young children with disabilities.

Development of a Videodisc-Based Program to Teach Naturalistic Intervention Strategies to Early Childhood Special Educators and Related Service Personnel

Special Projects Grant
Grant No. H029K10014 (1991–94)
Fiscal Agency: Utah State University

Sarah Rule, Director
Center for Persons with Disabilities
Utah State University
Logan, UT 84322-6805
(801) 750-1987
Fax: 801-750-2044

Target of Training: For preservice training, undergraduate students in special education, communication disorders, or family and human development; for in-service training, interdisciplinary personnel with baccalaureate degrees in special education or related service fields who are serving young children with disabilities.

Training Program: The project will develop, field test, and evaluate a videodisc-assisted, competency-based curriculum for use in in-service or preservice training of early intervention personnel. The curriculum will address naturalistic teaching strategies and will describe and demonstrate these strategies across developmental domains with children, birth to age 5 years, who have a variety of disabilities.

Into/Improving the Mainstream

State Education Agency Grant
Grant No. H029H10016 (1991–94)
Fiscal Agency: State Department of Education

Joni Block, Director
Massachusetts Department of Education
350 Main Street
Malden, MA 02148-5023
(617) 388-3300, ext. 363
Fax: 617-388-3300, ext. 744

Target of Training: Educators, administrators, therapists, child care workers, and paraprofessionals working in early childhood programs; and parents.

Training Program: The project is a collaborative effort to provide training that will increase the ability of personnel to care for and educate young children with special needs in developmentally appropriate, integrated early childhood programs. One goal is to help institutions of higher education (IHEs) develop competencies to meet the requirements for the N-3 Certificate (nursery through third grade). The project will contract with several IHEs to provide training to personnel from public and private schools and agencies that serve young children with and without special needs.

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Index A

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